MHEC
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TABLE OF CONTENTS

Institutional Performance Accountability Reports

COMMUNITY COLLEGES

ALLEGANY COLLEGE OF MARYLAND

MISSION

Summary of Institutional Mission Statement
Allegany College of Maryland is an institution dedicated to lifelong learning and excellence in education while remaining responsive to the changing needs of the communities we serve. The College places an emphasis on being a learner-centered college and addressing the entire student.

INSTITUTIONAL ASSESSMENT

Enrollment at Allegany College of Maryland remained approximately even from fall 2013 to fall 2014 with 3,250 students. In the long term picture, this is approximately a decrease of 20% over the last four years. Non-credit FTEs decreased for the year to 527.36 which is a decrease of 11.6%. Preliminary numbers for fall 2015 indicate credit headcount will be decreasing substantially.

Early college enrollments returned to 2012 numbers, reaching almost 600 enrollments, up from 464 in fall of 2013. This was a significant factor in maintaining enrollment overall from 2012 since non-early college enrollments decreased substantially during the last year. The College continues to see decreases in non-traditional demographics as the general economic health of the region improves. Additionally, the College has now completed its second fall term of deregistering students from classes prior to the start of term for non-payment. Although this affected fewer students in fall 2014, it is still a notable effect on the overall registrations the College achieves.

With the completion of the Middle States self-study process in April 2015, the focus of the College has shifted to primarily align with the expectations resulting from the Commission action addressing concerns related to Standards 2, 7, and 14. The indicators outlined in the Performance Accountability Report continue to be extremely important to the day to day operations of the institution, but they are now undertaken with a greater clarity related to assessment and sustainability of processes.

Commendations by MHEC Review of the College's 2014 Report
Increasing focus on completion at the national, state, and local levels has manifested at Allegany College of Maryland in a number of mechanisms geared towards ensuring the greatest possibility of graduation, transfer, success, and persistence of its students. Shortly after her arrival in 2011, President Cynthia Bambara established a Completion Agenda Committee designed to seek out best practices, inefficiencies, and impediments to the ability of students to successfully complete their education at the College. There have been a number of initiatives stemming from the work of this group including changes to registration periods, an ongoing review of orientation processes, developmental testing levels, and availability of student support services.

Additionally, the College began implementation of a Title III grant developing a new Advising Center dedicated to improving the advising process for new and continuing students to ensure that they receive the best and most accurate information on a consistent basis across the College.

Data Note
Continuing education numbers in previous years were a year off (FY2013 was really FY2012, FY2012 was really FY2011, etc.). These have all been adjusted to the appropriate numbers in this year's report. Additionally, the mechanism for collecting indicator 34 (Employer satisfaction with contract training) has been revised to improve data accuracy and utility moving forward.

Goal 1: Quality and Effectiveness
Allegany College of Maryland continually considers its position as a steward of public resources towards delivery of meaningful and competitive education provided to its students and by extension to the region it serves. Regardless of enrollment trends, the institution emphasizes the importance of success for its students and recognizes that success may vary from one student to the next. Through the measures of Goal 1, the institution is able to gain some level of insight into its ability to drive student success.

The first indicator come from the Graduate Follow-up Survey conducted in 2012. As these data have not changed, the College continues to meet the benchmark on this indicator. A newer iteration of the Graduate Follow-up Survey was completed over the summer of 2015 and will be available for the 2016 Performance Accountability Report. With the shift towards digital distribution of the survey, the College's response rate has improved.

The College administered its most recent Non-Returning Student Satisfaction Survey last year and is scheduled to conduct a new one during the current academic year. These data have not changed; the College received a 77% satisfaction rating from its non-returners towards the achievement of their educational goals.

The fall-to-fall retention rate of developmental students at Allegany College of Maryland rose to 50.3% for the fall 2013 cohort. Two important factors contribute to this substantial increase from 42.7% in the fall 2012 cohort. First, the college was the recipient of a Title III grant which focused on the development of a comprehensive Advising Center that went into effect in Fall 2013. This administrative unit serves the student body by making them better informed of institutional policies which might otherwise hinder their academic progression as well as following up with students who may need additional assistance as determined by interactions and more recently through academic alerts. Second, the college implemented a deregistration for non-payment policy in 2013, making the fall 2013 freshman cohort the first to be affected by this. As this was effective at removing students who never had any intention of paying, it was naturally expected that it would shift the baseline retention for the institution upwards. This level of retention shift is not expected to continue, but the baseline is anticipated to have permanently shifted upwards.

The College has seen the ratio of students successfully completing their developmental coursework increase for the third year in a row. This is critical in enabling students to progress into credit-bearing courses and begin accumulating credits towards an award. As the number of students requiring developmental coursework increased, the College placed greater emphasis on meeting the needs of those students, which allows them a greater probability of successfully complete a degree or otherwise be successful in higher education.

The Fall 2010 cohort of incoming freshmen graduated and/or transferred at a rate of 57.2%, several points up from the previous year at 51.7%. This was primarily driven by increases in performance by students who originally tested into developmental courses, whether they completed their developmental requirements or not. As this cohort is substantially larger than those testing in college ready, the numbers for these sub-cohorts are generally more indicative of real changes from year to year. Similarly, the Success-Persistence rate for the entire cohort went from 66.1% to 72.9%. In general, the graduation and transfer rates of the cohorts improved with minimal changes to the measures showing if students successfully completed 30 credits with a GPA of 2.00 or better and the still enrolled component.
In FY2014, licensure and certification examination pass rates increased or remained the same for Dental Hygiene (96.6%), MLT (100%), Occupational Therapy Assistant (87.5%), and Physical Therapist Assistant (93.3%). Pass rates declined for Respiratory Therapy (90.5%), Radiologic Technology (61.5%), Registered Nursing (83.3%), and Practical Nursing (93.3%).

Goal 1 concludes with a discussion of the financial distribution at Allegany College of Maryland for FY 2014. Expenditures towards instruction decreased as the College shifted budgetary resources towards Academic Support and Other expenditures.

Goal 2: Access and Affordability
The first institutional priority of the College's 2015-2020 Strategic Plan is Student Success & Access. The institution places a great deal of importance on the ability of students to advance their career and personal growth through ease of access to higher education. Ensuring that all students interested in pursuing higher education are able to do so is a cornerstone of the day to day operations of many offices on campus.

Overall enrollment at the College continued its trend of decreasing through FY2014, but at least for credit students, the severity has diminished. Continuing education has engaged with additional workforce agencies and will be pursuing the opportunity to offer adult basic education in the near future as mechanisms to ensure as many persons in the community are being served as are in need of the services provided by the College. Preliminary numbers for fall 2015 indicate that credit enrollments will again be decreasing.

The market share indicators 10, 11, and 12 show the maintenance or increase of market share values for Allegany College of Maryland. This is in line with expectations as the college was able to maintain enrollments at approximately even levels with the previous year. In the face of shifting enrollments and regional demographics, maintaining market share is of great importance to a rural community college, as it fits a better definition of the college's ability to meet the needs of its service area.

FY 2014 shows in indicator 13 a return to strong online enrollments for credit students as more students are again choosing web-based delivery of courses. Through the increases and decreases over the years, the College has not emphasized online delivery, indicating that the shifts in enrollment patterns are at the discretion and selection of the student body. Non-credit online enrollment remained approximately even.

After the substantial decrease from fall 2012 to fall 2013, early college enrollments rebounded substantially from fall 2013 to fall 2014. The College was able to benefit from enhanced partnerships with area school districts, both within Allegany County and from neighboring counties in Pennsylvania. SB 740 has been of some benefit to creating greater cooperation with Allegany County Public Schools, although the College had a good working relationship with the high schools previously.

Regardless of the enrollment scenarios faced by the institution over the last few years, tuition and fees as demonstrated by indicator 15 have been kept well below those of Maryland public four-years, even decreasing as a percentage each year to maintain the position well below the benchmark. Given the socio-economic status of Allegany County, this is incredibly important to maintaining the expectations of Access & Affordability to area residents. Non-credit enrollments in community service and lifelong learning courses continued decreasing for the second consecutive year at almost a 9% decrease. Over the previous years, the decrease in credit enrollment was frequently offset by stable or increasing non-credit enrollments. Decreases in non-credit enrollment are potential enrollment concerns if they should be sustained over the long term. All areas of continuing education have plans in place for pursuing increasing enrollments over the coming year.

The College is investigating offering adult basic education in the near future. It was previously offered by Allegany County Public Schools, which is why the College has never had figures to report on indicator 17.

Goal 3: Diversity
Over the last decade, Allegany College of Maryland has experienced substantial increases to the diversity of its student body in every definition of the word. In an ongoing expansion of globalization and preparation for work beyond the boundaries of Allegany County, the College is dedicated to preparing its students for success regardless of who they are, where they come from, or where they will be after graduation.

Enrollment at the College by non-white students continued its steady increase as a share of the student body to 14.4% in fall 2014. As other demographics have stayed even or decreased, minority enrollments have stayed the same or increased over the same period of time. The College has made as a goal in its 2015-2020 Strategic Plan to increase the cultural competency of its faculty, staff, and students to ensure that the changes to the student body demographics are understood as well as possible not only among the students, but the communities the college serves at large. While the student body has substantially more non-white enrollment than the service area, this continues to be more a product of having out-of-county enrollments than of adequately capturing minority populations of Allegany County. Indicators 19 & 20 have remained low. The College's Diversity Committee in conjunction with Human Resources has been in discussions about the implications of these measures and how policies and procedures related to hiring and retention of faculty and staff may be utilized to develop the workforce into one that is more reflective of the student body and regional service area.

The degree progress rates of African American students at Allegany College of Maryland rebounded for the Fall 2010 cohort to be closer to the numbers seen in the Fall 2007 and Fall 2008 cohorts with 75% success-persistence and 64.5% graduation-transfer. As in previous years, the primary mechanism for success in this cohort is external transfer prior to graduation.

Goal 4: Student-Centered Learning
Success for a community college student takes many forms and the College is dedicated to every modality it appears in. Students remain the heart of operations for the institution because they are expected to be the focus of all operations across campus. Whether dealing with financial aid or sitting in a classroom, the needs of students must necessarily be emphasized above all to ensure the greatest chances for successful learning and continued transition through higher education.

Data for indicator 23 on the success of Allegany College of Maryland students post-graduation at transfer institutions were unavailable this year per MHEC.

Indicator 24 continues to reference the Graduate Follow-up Survey which was administered two years ago and simultaneously continues to suffer from an extremely low response rate that contributes to a statistically insignificant number. A new survey was administered over the summer of 2015 and will be incorporated into the PAR for 2016.

Total awards conferred to students in FY2014 remained identical with 782 awards going to students. Transfer degrees remained the same while career associate degrees increased and certificates decreased by a complimentary amount.

For reasons discussed under indicator #3 in Goal 1, the retention rate of students from the fall 2013 cohort increased substantially over the prior year. The nature of the deregistration process and its effects on first time students shifts the demographics of what type of student composes the non-Pell receiving group to one that is more likely to attend classes and return for classes in future semesters.

Education major enrollments and awards remained approximately similar to the previous year from 109 enrollments in Fall 2013 to 124 in Fall 2014 and 23 awards in FY2013 to 21 in FY2014.

Goal 5: Economic Growth and Vitality
This last section of indicators contains metrics designed to measure the impact of the institution on workforce and career development. Colleges and universities play a critical role in keeping the regional workforce competitive, and ACM remains committed to assisting businesses and industries within the service area to be as effective as possible through the provision of professional development and skill training for employees.

Indicators 28 and 29 relate to the levels of employment and job preparation satisfaction as self-reported by alumni a year and a half or more after graduation. The survey to generate these data is administered every three years, with the next one being in 2015.

Indicators 30-33 show a combined decrease in all areas of continuing education over the last two years. Some of this is because of unexpectedly high numbers in FY2012 stemming from trainings done by the then-new casino. There are also expected fluctuations in employer participation in continuing education opportunities based on financial status. All areas of continuing education have outlined plans for improving and increasing enrollments for their areas in the coming year.

The last indicator of the Performance Accountability Report demonstrates a 4% decrease to STEM enrollments from fall 2013 to fall 2014. At the same time, the number of awards completed in STEM fields increased by about 5%, indicating a greater propensity of students to successfully accomplish their goal of degree completion. The expectations for these numbers remain in flux in line with enrollment patterns of the College.

COMMUNITY OUTREACH AND IMPACT

Electronic Health Records Training (eClinical Works) provides software solutions to support electronic health records training. Software, maintenance, support, and other resources are provided to improve healthcare by providing technology and services to reduce costs, reduce errors, and improve quality of care.

Computer Science and Technology Enhancement (Oracle Corporation) provides Oracle software, curriculum, training, and certification resources.

Pathways for Success (United States Department of Education) is a TRIO Student Support Services project to increase retention, graduation, and transfer rates of eligible students, as well as improve student grade point averages. The program provides a supportive environment on campus for students with low-income or first-generation status and students with disabilities. The program offers tutoring in math, science, and writing/English, one-on-one academic advising, career advising, transfer advising, financial aid advising, peer mentoring, support groups, and workshops on topics such as financial literacy.

Information Technology Center for Excellence (Maryland Department of Labor, Licensing, and Regulation) is an industry-led Strategic Industry Partnership project that will provide the framework to grow the State's economy and increase sustainable employment for Maryland families. This project includes the key community stakeholders who are committed to meeting the needs of the Information Technology industry and making Allegany County a "technology ready" region.

Centralized Academic Advising in Rural Appalachia: Ensuring Student Success and Completion (United States Department of Education) enables the College to improve academic advising services to students to boost their chances for success and will consolidate academic advising services in one location for greater access and more consistent delivery. This one-stop advising services center, located in the College Center, includes a wide range of academic advising, career planning, supportive counseling, educational coaching and mentoring services.

Creating an Online LPN to RN Program (Maryland Health Services Cost Review Commission) will provide a quality online program for Licensed Practical Nurses that will meet the needs of those who wish to further their education, despite work schedules, family responsibilities, and rural and/or urban localities. It will also increase the number of Registered Nurses, who can enter the online program as a Licensed Practical Nurse and graduate in two or three semesters as a Registered Nurse, to ensure that more qualified nurses are prepared to enter the workforce.

Automotive Technology Workforce Development Training Project (Appalachian Regional Commission) fits directly with ARC's mission of partnering with the people of Appalachia to create opportunities for economic development and an improved quality of life. The workforce development training will use state-of-the-art technological and training tools and will also assist with recruiting, training, retaining, and developing more skilled employees, while also addressing certification requirements of employees. The primary rationale is to bolster the economic outlook of the area by providing training to workers to meet the existing workforce needs, provide training to workers to retain employment and increase job retention, and coordinate with the economic development initiatives already in progress.

Project Jump Start – Success in Rural Maryland (Maryland Higher Education Commission) will assist in preparing students for college by enrolling them in dual-enrollment courses so they can earn college credits before graduating from high school and by providing counseling, coaching, and mentoring that will help students understand the importance of college attendance and how to apply to, and enroll in, college and finance a college education. This project is designed to provide high school graduates with the skills and support mechanisms to prepare them for college-level coursework during their first semester.

Cyber Technology Pathways Across Maryland (United States Department of Labor) is a skills-training and economic-development initiative of the State's Department of Labor and will prepare workers for a growing number of area jobs foreseen in IT. Among the population to benefit from the job training offered through CPAM are military veterans and workers made jobless by unfair foreign trade practices. Low-skilled adults, women and other populations underrepresented in cybersecurity and other IT fields are also in the target audience.

Health Personnel Shortage Incentive Grant (Maryland Higher Education Commission) provides funding to the Medical Laboratory Technology Program and the Nursing Program to expand and/or enhance student training.

 Allegany County Opportunity Scholarship.

 Scholarship Program Overview: The Allegany County Commissioners understand the impact of Allegany College of Maryland and the education and job training provided to the community. Funds will be provided to eligible community residents to receive education and job training, bettering themselves and the community.

FY 2015 Fast Facts

- Recipients of this investment represent every community in our County.

- All public and private schools in Allegany County, as well as homeschooled and GED students, have been awarded funding through this program.
- Recipients have included students from nearly every major/curriculum.
- The age range of recipients is from 17-54, with an average age of 24.
- The Allegany County Opportunity Jump Start Early College Scholarship is providing assistance to students from the Allegany County Public Schools who receive free and reduced-cost school meals. This $100-per-course award covers the full family cost for taking a three-credit course.
- The Allegany County Opportunity Merit Scholarship encourages academic excellence. Over 270 awards have been made.
- The Allegany County Opportunity Tuition Subsidy for Credit Students is intended to offset tuition costs not covered by federal or state aid or by other support. Over 170 awards have been made.

ACCOUNTABILITY INDICATORS

Please see attached tables for measure analysis.

COST CONTAINMENT

Allegany College of Maryland implemented the following cost containment items in FY15:

The College contracted with Lumos to increase internet speed and reduce cost. Monthly costs went from $3,200 to $2,100 for a yearly savings of $13,200.

The College changed waste disposal vendors for a savings of $12,972 per year.

The College renegotiated the food service contract with Eurest to eliminate the annual $25,000 management fee.

The Instructional area pursued the following cost containment measures:
- The Reading/Developmental Ed departments did not fill an open position for an estimated savings of $53,138.
- The Business department had a retirement and eliminated a full-time faculty position for an estimated savings of $36,667.
- The Auto Tech department had a retirement for an estimated savings of $34,945.
- The VP of Instruction department had a retirement for an estimated savings of $25,569.
- The Instructional Technology department did not fill an open position for an estimated savings of $18,858.

The Publishing and Printer Services area pursued the following cost containment measures:
- The College purchased specialized direct mail addressing software which saves postage and improves mailing list accuracy. This acquisition has saved an estimated $4,155 in postage.

- The Print Shop purchased a specialized laser printer to print mailing addresses directly onto mail pieces. This saved an estimated $2,500 in label paper.
- Other budget items were reduced in the print shop amounting to $28,640 which included printing banners in-house instead of outsourcing, monitoring variable print costs, cutting down on choices of cover stock and purchasing cheaper copy paper.

The Athletics area pursued the following cost containment measures:
- Printing the yearbook in house instead of outsourcing.

The Continuing Education area pursued the following cost containment measures:
- The number of proofs and changes to the CE catalog were limited and the staff worked with the newspaper to take advantage of advertising specials. This saved an estimated $10,000.
- Part-time positions had hours reduced and a Part-Time Director position was eliminated for an estimated savings of $44,673.

The Finance area pursued the following cost containment measures:
- Three part-time positions were eliminated for an estimated savings of $19,156.
- The Accounts Payable area had a retirement for a savings of $13,900.
- The Mailroom added a service offered by the USPS to create pre-paid shipping labels which has allowed the college to recognize discounted rates on all packages. This resulted in an estimated savings of $2,700.

The Information Technology area pursued the following cost containment measures:
- Two part-time positions were eliminated for an estimated savings of $12,873.
- The full-time Coordinator for Database/System Design was left open for the year for a savings of $75,306.

The Security department pursued the following cost containment measures:
- Part-time hours were reduced due to Willowbrook Woods not being open in the summer for an estimated savings of $2,952.
- The full-time Security Coordinator was reduced from a 12 month contract to a 10 month contract for a savings of $3,409.

The Admissions/Registration department pursued the following cost containment measure:
- A part-time position was eliminated for an estimated savings of $7,428.

ALLEGANY COLLEGE OF MARYLAND
2015 ACCOUNTABILITY REPORT

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	38.73%	46.49%	41.30%	46.10%
B.	Students with developmental education needs	85.7%	89.3%	92.9%	83.8%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	48.7%	48.0%	44.2%	42.8%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5	8	2	3

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	43.5%	44.7%	49.5%	46.2%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	90.3%	91.6%	95.2%	89.3%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	50.60%	34.8%	38.9%	34.3%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	0.7%	0.2%	1.4%	1.5%
	b. Black/African American only	9.0%	10.4%	10.3%	10.6%
	c. American Indian or Alaskan native only	0.0%	0.2%	0.2%	0.1%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	0.4%	0.4%	0.4%	0.3%
	f. White only	87.1%	84.3%	83.7%	83.0%
	g. Multiple races	0.3%	1.0%	1.3%	1.5%
	h. Foreign/Non-resident alien	0.9%	1.0%	1.1%	1.3%
	i. Unknown/Unreported	1.5%	1.2%	1.7%	1.8%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$8,110	$7,345	$7,979	$8,242
	b. Median income three years after graduation	$25,819	$25,037	$24,041	$23,405

Goal 1: Quality and Effectiveness

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	95.0%	93.0%	97.0%	95.3%	**95.0%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	67.0%	54.0%	57.0%	77.0%	**63.0%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	50.3%	45.9%	42.7%	50.3%	**41.0%**
	b. College-ready students	38.5%	49.6%	60.7%	55.6%	**38.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	20.3%	30.9%	37.7%	38.5%	**28.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	84.1%	86.1%	91.3%	81.6%	**75.0%**
	b. Developmental completers	82.5%	84.4%	83.1%	84.5%	**70.0%**
	c. Developmental non-completers	65.8%	60.4%	43.4%	52.1%	**Not Applicable**
	d. All students in cohort	76.0%	74.5%	66.1%	72.9%	**58.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	73.4%	78.0%	75.0%	68.4%	**60.0%**
	b. Developmental completers	64.1%	62.0%	62.9%	66.0%	**48.0%**
	c. Developmental non-completers	55.4%	48.6%	35.5%	39.7%	**Not Applicable**
	d. All students in cohort	64.3%	60.5%	51.7%	57.2%	**42.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7	Licensure/certification examination pass rates					
	a.Registered Nursing Licensure Exam	90.4%	94.5%	91.8%	83.3%	**93**
	Number of Candidates	114	110	110	114	
	b.Practical Nursing Licensure Exam	100.0%	90.0%	100.0%	93.3%	**95**
	Number of Candidates	9	10	6	15	
	c.Dental Hygiene National Board Exam	97.1%	94.1%	96.6%	96.6%	**95**
	Number of Candidates	34	34	29	29	
	d.National MLT Registry	83.3%	100.0%	100.0%	100.0%	**90**
	Number of Candidates	6	8	6	8	
	e.Radiologic Technology Cert. Exam	100.0%	92.3%	78.6%	61.5%	**87**
	Number of Candidates	12	13	14	13	
	f.Respiratory Therapy Certification Exam	100.0%	90.9%	93.8%	90.5%	**90**
	Number of Candidates	18	22	16	21	
	g.Occupational Therapy Assistant Cert. Exam	83.3%	90.2%	82.4%	87.5%	**90**
	Number of Candidates	12	41	17	16	
	h.Physical Therapist Assistant Cert. Exam	80.0%	73.3%	62.5%	93.3%	**87**
	Number of Candidates	15	15	16	15	

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8	Percent of expenditures					
	a. Instruction	39.9%	39.0%	39.8%	38.3%	**42.5%**
	b. Academic Support	16.8%	16.7%	18.7%	19.4%	**16.2%**
	c. Student Services	8.3%	8.0%	8.2%	8.0%	**8.6%**
	d. Other	34.9%	36.4%	33.3%	34.3%	**32.7%**

Goal 2: Access and Affordability

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	12,970	11,869	11,031	10,456	**13,600**
	b. Credit students	4,782	4,485	3,935	3,910	**4,850**
	c. Continuing education students	8,143	7,854	7,139	6,681	**9,200**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	58.7%	53.6%	61.4%	61.4%	**65.1%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	75.7%	76.1%	73.3%	73.8%	**76.5%**

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	64.8%	67.8%	61.8%	68.9%	**70.5%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	1,733	1,728	1,660	1,812	**2,000**
	b. Continuing Education	73	47	68	62	**250**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	613	605	464	596	**700**

		FY 2012	FY 2013	FY 2013	FY 2014	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	43.7%	42.0%	41.7%	40.5%	**45.1%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,576	1,611	1,469	1,200	**1,490**
	b. Annual course enrollments	2,980	2,911	2,613	2,387	**2,600**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	0	0	0	0	**0**
	b. Annual course enrollments	0	0	0	0	**0**

Goal 3: Diversity

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	10.7%	12.7%	13.6%	14.4%	**10.0%**
	b. Percent nonwhite service area population, 20 or older	11.9%	12.0%	12.1%	12.4%	**Not Applicable**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19	Percent minorities of full-time faculty	0.9%	0.9%	2.7%	2.8%	**1.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff	1.1%	1.1%	1.1%	1.6%	**1.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	74.2%	76.7%	61.2%	75.0%	**30.0%**
	b. Asian, Pacific Islander	<50 cohort	<50 cohort	<50 cohort	<50 cohort	**NA**
	c. Hispanic	<50 cohort	<50 cohort	<50 cohort	<50 cohort	**NA**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	67.2%	72.5%	54.3%	64.5%	**19.0%**
	b. Asian, Pacific Islander	<50 cohort	<50 cohort	<50 cohort	<50 cohort	**NA**
	c. Hispanic	<50 cohort	<50 cohort	<50 cohort	<50 cohort	**NA**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

Goal 4: Student-Centered Learning

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	**Benchmark AY 2014-15**
23 Performance at transfer institutions					
a. Percent with cumulative GPA after first year of 2.0 or above	91.4%	81.4%	87.0%	N/A	**84.0%**
b. Mean GPA after first year	2.97	2.85	3.06		**2.93**

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	**Benchmark Alumni Survey 2014**
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	91.0%	90.0%	84.0%	40.0%	**90**

	FY 2011	FY 2012	FY 2013	FY 2014	**Benchmark FY 2015**
25 Associate degrees and credit certificates awarded					
a. Career degrees	416	428	413	445	**450**
b. Transfer degrees	146	160	163	163	**162**
c. Certificates	231	261	206	174	**220**

	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	**Benchmark Fall 2014 Cohort**
26 Fall-to-fall retention					
a. Pell grant recipients	51.2%	51.9%	48.4%	49.3%	**52.5%**
b. Non-recipients	48.4%	47.7%	39.6%	53.1%	**49.5%**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	**Benchmark Fall 2015**
27 Education transfer programs					
a. Credit enrollment	160	135	109	124	**128**

	FY 2011	FY 2012	FY 2013	FY 2014	**Benchmark FY 2015**
b. Credit awards	25	27	23	21	**22**

Goal 5: Economic Growth and Vitality

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	**Benchmark Alumni Survey 2014**
28 Percent of full-time employed career program graduates working in a related field	87.0%	87.0%	78.0%	80.0%	**86.0%**

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	**Benchmark Alumni Survey 2014**
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	76.0%	82.0%	96.0%	90.0%	**92.0%**

	FY 2011	FY 2012	FY 2013	Fy 2014	**Benchmark FY 2015**
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	7,341	6,885	6,643	5,857	**7,341**
b. Annual course enrollments	11,230	10,290	11,062	8,858	**13,000**

	FY 2011	FY 2012	FY 2013	FY 2014	**Benchmark FY 2015**
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	4,525	4,544	4,229	3,922	**5,500**
b. Annual course enrollments	5,973	6,176	5,640	5,106	**7,100**

	FY 2011	FY 2012	FY 2013	FY 2014	**Benchmark FY 2015**
32 Number of business organizations provided training and services under contract	71	68	73	71	**90**

	FY 2011	FY 2012	FY 2013	FY 2014	**Benchmark FY 2015**
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,540	4,629	4,305	4,090	**5,670**
b. Annual course enrollments	6,892	7,759	6,383	5,910	**8,600**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34	Employer satisfaction with contract training	100.0%	100.0%	100.0%	98.0%	**98.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35	STEM programs					
	a. Credit enrollment	1,787	1,686	1,508	1,448	1,750

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	544	515	487	509	**510**

ANNE ARUNDEL COMMUNITY COLLEGE

MISSION

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

INSTITUTIONAL ASSESSMENT

State Plan Goal 1. Quality and Effectiveness:

The FY 2015 Performance Accountability Report identifies two key areas that underscore the positive impact of Student Success 2020, the college's strategic Plan. First, approximately nine out of every 10 students (87.2%) who completed their developmental requirement have graduated, transferred, or are still enrolled in higher education four years after beginning their college career. The graduation-transfer rates for college-ready students have risen steadily for three straight years. By summer 2014, 71.5% of college-ready students from our fall 2010 cohort had graduated and/or transferred. (Indicators 5b and 6a).

Second, the number of associate degrees and credit certificates awarded by the college continues to increase. Career degrees awarded have increased by 18.7% since FY 2011. Transfer degrees have increased by 20.1% in the same time period. Certificates increased by 61.4% in this four year time period. These increases support the viability of the programs of study offered by the college as well as our commitment to assuring student completions.

Anne Arundel Community College historically has had strong pass rates on licensure and certification examinations targeted in the Performance Accountability Report. In FY 2014, six programs reached 100% of graduates sitting for licensure examinations. (Indicators 7f, 7g, 7h, 7k, 7l, 7m). The pass rates in 10 certificate programs met or exceeded the FY2015 Benchmarks (Indicator 7a, 7c,7d, 7e, 7f, 7g, 7h, 7k,7l, 7m).

Anne Arundel Community College is regionally accredited by the Middle States Commission on Higher Education (MSCHE). Anne Arundel Community College's accreditation was reaffirmed in June 2014. Over this past year the college has been actively involved in assuring a comprehensive and thoughtful review of each recommendation offered by the MSCHE team responsible for the college visit. The team heading up this review has categorized each of the MSCHE recommendations and assigned a key leader who will be responsible for selecting a team, drafting an action plan and providing timely updates.

In support of the LOA Plan, in FY 2015 the college completed a systematic assessment of the core competencies (information literacy). The findings will be released to the college community in fall 2015 for further discussion. Scientific reasoning and self-management will be reassessed in FY 2016.

AACC strives for quality and effectiveness by participating in specialized program accreditation. Examples of these programs include the. Additionally, most Health Sciences programs have specific accreditation requirements and standards. In addition to AACC's high standards for quality, program accreditation serves as an additional mechanism for program improvement and is often a requirement of certification boards. The 2014-15 academic year saw the Medical Laboratory Technician program receive a seven year reaffirmation of accreditation from its accrediting body in October. In addition, the Emergency Medical Technician program submitted their self-study report to their accrediting body in November 2014 and is scheduled for their site visit in November 2015. Three additional programs were re-accredited; Hotel, Culinary Arts and Tourism Institute, architecture, and paralegal studies.

AACC continues to provide a continuum of degree programs at Arundel Mills through strategic partnerships, program planning and articulation. Students may enroll in courses offered at Arundel Mills as early as 16 years of age through a variety of college programs, including Jump Start, Gifted and Talented, Dual Credit and Early Admission. During 2014-2015, there were 177 enrollments of Anne Arundel County Public School students at Arundel Mills.   AACC course selections at Arundel Mills include a number of general education courses as well as content-specific coursework in business, criminal justice, homeland security management and computer information computer technology.

Through over 90 articulated plans of study, course sequences are clearly delineated from Anne Arundel County Public Schools (AACPS) into Anne Arundel Community College certificate and associate degree programs. Students may begin selected degree programs in their freshman year at AACC and continue attending courses at Arundel Mills through the baccalaureate degree level and beyond. AACPS has integrated 'schools of choice' developing both Magnet and Signature (theme-based) initiatives that include a 2+2+2 curricular alignment from high school into AACC and on to a baccalaureate degree.

The Anne Arundel Community College Regional Higher Education Center at Arundel Mills is home to the Anne Arundel Community College University Consortium.

Since 2010, Frostburg State University has partnered with AACC providing opportunities for students to receive a Bachelor of Science degree in Engineering, Electrical Concentration. To meet the needs of Associate of Arts in Teaching (AAT) graduates, Notre Dame of Maryland University continues to offer courses culminating in a Bachelor of Arts in Elementary Education.

To meet the needs of adult learners, the University of Maryland University College (UMUC) offers several bachelor's degrees in business administration, public safety administration, cybersecurity, information systems management and management studies through the AACC Regional Higher Education Center at Arundel Mills.

More than half of the developmental math sections are offered in a redesigned format using principles adapted from the National Center for Academic Transformation. Students spend half their time working in a smaller classroom with an instructor and half their time in a larger lab with access to their instructors and other tutors. Students certified as nearly complete can sign up for a one-hour course allowing them to finish prior to the start of the next semester. Initial results

show that students completing redesigned developmental math do significantly better in general education math (e.g. College Algebra and Trigonometry) than students who take their developmental math course in a lecture format. This format also allows for some students to complete more than one course in a semester. The college has expanded the Technology Learning Center (TLC) at Arundel Mills to accommodate students taking redesigned classes.

Accelerated Intermediate Algebra, supported by funds from an MHEC Redesign Grant, was offered to students who qualified using a combination of placement scores and high school grades. Geared towards students who do not need to review all of Intermediate Algebra, the course, using flipped instruction, allows students to complete the prerequisite to College Algebra (over five weeks) and College Algebra and Trigonometry (over ten weeks) in the same semester. Another accelerated option allows students to complete the prerequisite to Elementary Statistics and Elementary Statistics concurrently over the 15 week semester. Fall 2014 semester data revealed that approximately 70% of students enrolled in Accelerated Intermediate Algebra and Elementary Statistics successfully completed both courses and approximately 75% of students enrolled in Accelerated Intermediate Algebra and College Algebra and Trigonometry passed both courses. These results meet or surpass current success rates for these courses when taken separately.

Students whose placement scores indicate that they are not yet ready to enroll in college-level English classes have a number of acceleration options as well. The English Department offers Basic English 1 (ENG 001) and Basic English 2 (ENG 002), a pair of developmental three equivalent credit hour English courses, and students who place in ENG 001 who do not have a RDG 026 developmental requirement have the option to take a five equivalent credit hour, one-semester course, Accelerated Basic English (ENG 003). ENG 003 allows these students to complete their ENG 001 and ENG 002 developmental requirements in a single semester.

Acceleration is now mandatory for award-seeking students who do not have a developmental reading requirement and whose only developmental English requirement is ENG 002. These students now take ENG 002 concurrently with the first credit English course, Composition and Introduction to Literature 1 (ENG 111), in sections that are paired in an Accelerated Learning Program (ALP) model. Students who are not award-seeking but who meet the same qualifications may opt to take an accelerated ALP ENG 002/111 pairing.

Now in full operation, the **Virtual Writing Center** offers the same high quality tutoring experience as the face-to-face Writing Center locations in a synchronous, voice-interactive online environment. The Virtual Writing Center, which has been recognized in the past two years with multiple state and national awards, is open to all enrolled AACC students and can be accessed using the college's Canvas learning management system.

The reading department curriculum comprises three courses, each three equivalent credit hours: Reading Your World (RDG 026), Participatory College Reading (RDG 027), and The Critical Reader (RDG 028). Consistent with the math and English departments, options have been designed to allow students to accelerate progress to college-level coursework. Students who are eligible for RDG 027 have the opportunity to enroll in a five equivalent credit-hour course, Accelerated College Reading; successful completion of this course satisfies the requirements for

both RDG 027 and RDG 028. Piloted in spring 2015, the department now offers a five equivalent credit-hour course, Academic Literacies, which is open to all students with eligibility for any combination of English and/or reading developmental requirements, excluding RDG 026. Subsequent to successful completion of this course, students are eligible to register in the first credit English course, Composition and Introduction to Literature 1 (ENG 111). The department is currently developing an online reading and writing resource center which will be designed to provide (a) multi-media resources to students, including videos of professors and staff offering content guidance and student success tips, as well as (b) technology for online office hours and tutoring support.

Students who test below developmental English and Reading (at or below 37 in Reading and 44 in English on the Accuplacer Test) are placed in an intensive Reading and Writing for Success class to quickly build their reading and writing skills. Students attend class 12 hours per week for 15 weeks in an intensive format that has been shown to be effective in moving them quickly into developmental courses.

In summer 2015, in collaboration with Learner Support Services, the reading department is piloting boot camps using MyFoundationsLab/Accuplacer. The boot camps are designed to provide students the opportunity to review and brush up on reading, grammar, and writing skills, after which they will retake the Accuplacer reading comprehension and sentence skills placement tests. The objective is to help students earn scores that best reflect their reading and English skills in order to determine placement in developmental or college-level English that will be optimal for their success at AACC.

AACC has continued as the leader of a 10-college consortium that received a $19.7 million grant through the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training initiative to provide training for high-demand jobs in science, technology, engineering, and math (STEM) fields. This National STEM Consortium consists of 10 institutions in nine states that will work with industry partners to develop nationally portable one-year certificate programs in the following five high-wage, high-skill STEM industries: composite materials technology, cyber technology, electric vehicle technology, environmental technology, and mechatronics, a multidisciplinary field of engineering. In addition to being the consortium leader, AACC took the lead on developing the one-year certificates in cyber technology and partnered with another college in the grant to create one-year certificates in mechatronics. This grant is in its final year. An application to continue this grant has been submitted.

The AACC STEM Center continues to work with UMBC (lead) and other community colleges on the Bill & Melinda Gates Foundation STEM Transfer (t-STEM) Student Success Initiative project. The main goal of the project is to build a national model for successful transfer in STEM. The project aligns chemistry and mathematics curriculum and pedagogy, provides STEM-focused career and academic advising, and provides transfer supports before, during and after transfer. A significant part of the supports are delivered via a combination of virtual systems to enhance the face2face interactions when they occur. At AACC, the project has expanded to also include non-transfer students and STEM-related career exploration,

recruitment, and retention. The grant has produced interactive websites that allow students to interface with an advisor as well as to access information on job skills and opportunities in the area. This grant is entering its last year of funding.

State Plan Goal 2. Access and Affordability:

Two of the three strategic issues in the Anne Arundel Community College Student Success 2020 Strategic Plan address increasing college access for all student populations and maximizing internal and external resources. A key measure of access and affordability is the number of students enrolled at the college. In FY 2014 unduplicated credit headcount was 23,309, a decrease of 1,777 students over FY 2013 (Indicator #9b). Continuing education unduplicated headcount for FY 2014 was 28,452 (Indicator #9c). This represents a continued decline in unduplicated headcount enrollment in continuing education since FY 2012.

AACC is the college of choice for a high proportion of recent college-bound high school graduates: 70.6% of Anne Arundel County recent high school graduates (i.e., students graduating between July 2011 – June 2012) enrolled in Maryland institutions of higher education were attending AACC (Indicator #12). Also, the college continued to attract 50.6% of all county residents enrolled as first-time, full-time freshmen in any Maryland college or university (Indicator #10). Finally, AACC's market share of part-time students stood at 74.6% (Indicator #11). The college's rates for these three indicators have historically been considerably higher than both its peer institutions and the community college system's average.

Online learning and high school programs contribute greatly to the growth in accessibility indicators. Through the Virtual Campus nine degree programs and 26 certificate programs can be completed fully online. The college also offers a wide range of online continuing education offerings.

AACC and Anne Arundel County Public Schools (AACPS) have partnered to create an early-college bridge program to ensure a seamless transition from high school to college-level mathematics. Building on the work initially started through the Significant Discussions League for Innovation initiative, the project was implemented during AY2012-2013 in the Foundations of College Algebra classes (FOCA) at two county high schools. By successfully completing the AACC Math FIRS[3]T program as part of the high school FOCA course, these AACPS students bypass all AACC developmental math classes, are not required to take the Accuplacer Math Placement Test, and are eligible to begin their college career at AACC with a credit-bearing mathematics course. Results show that of the 104 students who have participated in the program and enrolled in credit math at AACC since program implementation, approximately 89% successfully completed the credit course.

State Plan Goal 3. Diversity:

Anne Arundel Community College values diversity among its own students, faculty, and staff as well as within our local, national, and global communities. We are committed to creating and sustaining a college culture and climate that is welcoming, inclusive, respectful and free from discrimination, intolerance and harassment. We prioritize recruiting, retaining, and supporting a

diverse student population and a diverse workforce. We believe that the study of diversity is an essential part of contemporary education, so our students study how ideas about diversity are shaped by culture, affect the way people think and live, and depend on complex systems of power and privilege.

Chief Diversity Officer

James A. Felton III was hired as AACC's first Chief Diversity Officer in 2014. The Chief Diversity Officer reports to the president and works collaboratively with the vice presidents and the president's leadership team to promote a culture of inclusive excellence. Specific duties include: developing and implementing the college's diversity plan; increasing the recruitment and retention of underrepresented faculty, staff and students; reviewing and developing policies that address issues of access, equity, and nondiscrimination; celebrating the diversity of the campus and the local community; building strategic partnerships at the local, state and national level; and providing trainings and workshops to increase cultural competency.

The college is formalizing the Office of Inclusion, Diversity, Equity, Access and Leadership (IDEAL) to be headed by the Chief Diversity Officer. IDEAL will foster a community of inclusive excellence, works to remove barriers for historically underrepresented groups, serves to build and strengthen partnerships with diverse organizations and agencies in the community, and promotes intercultural relations and cultural competency in order to sustain an inclusive learning and working environment.

In collaboration with the Chief Diversity Officer, the Diversity Committee is responsible for managing the College's comprehensive diversity plan and provides student groups with monetary incentives to support diversity events and activities. The Diversity Committee membership represents multiple areas of the college including students, faculty and staff whose specialties range from direct support to administrative responsibilities.

The college launched the Year of Social Justice, a year-long initiative developed by a group of mostly faculty that sponsored curricular and co-curricular programs into their course, programs and events including visiting speakers, artisans, public art projects, film screenings and a campus book read on the "Immortal Life of Henrietta Lacks." This initiative helped the campus community move beyond "diversity fatigue" and promoted an unprecedented level of collegiality and collaboration around issues of diversity and inclusion that will tremendously benefit the campus and the community for many years to come. There are plans to repeat this initiative for the 2015-2016 academic year.

AACC continues to serve as a leader in the areas of diversity, equity, and inclusion at the regional and national level. President Lindsay is a member of the American Association of Community College's *Commission on Diversity, Inclusion and Equity*. Reynaldo A. Evangelista, Associate Professor & Police Academy Coordinator for the Homeland Security and Criminal Justice Institute, received the prestigious League for Innovation's 2014 *John and Suanne Roueche Excellence Award* for outstanding contributions to community college teaching. Our Chief Diversity Officer currently serves as co-chair for the Maryland Diversity Community College Roundtable and is a member of the National Advisory Council for the National Conference on Race and Ethnicity in higher education (NCORE). Further, Dr. Alycia Marshall,

Professor and Department Chair of Mathematics, was one of 100 recipients to receive the INSIGHT Into Diversity's annual *Inspiring Women in STEM Award* in recognition of women who make a difference in STEM fields. Furthermore, Leon Thomas, Director of the Black Male Initiative, was the sole recipient of Minority Access Inc.'s 2014 *National Role Model of the Year Award*. Finally, the college received the 2015 *National Equity and Diversity Award* from the Association of Community College Trustees for its exemplary efforts to increase diversity on campus as well as the community.

State Plan Goal 4. A Student-Centered Learning System:

In 2003, AACC combined the Education Department, the Child Care Training Program and the T3 contract training project (Teacher Technology Training) to create the Teacher Education and Child Care (TEACH) Institute. In 2008, the TEACH Institute also incorporated AACC's Parenting Center, another important program impacting the lives of children. TEACH's strong alliances with schools and child care centers throughout the county have given the Parenting Center greater reach into the community and enhanced opportunities to connect with parents.

As a member of the League for Innovation in the Community College Board of Directors, AACC continues to take a leadership role in creating and implementing a number of programs and initiatives that have been replicated on a national level. One example has been AACC's involvement in the League for Innovation project, Significant Discussions: Auditing Major Projects to Aid Secondary and Postsecondary Curriculum Alignment in Math and Promote Student Readiness, Retention, and Completion with the Anne Arundel County Public Schools. AACC has partnered with Anne Arundel County Public Schools to create an early-college bridge program to ensure a seamless transition from high school to college-level mathematics.

AACC makes available a wide array of professional development opportunities to enhance and expand the skills and knowledge of its workforce and to support student success and retention. In addition to support for professional advancement through formal coursework and through conference participation, the college hosts on-campus training workshops. The commitment to professional development is evidenced as the college offered 670 workshops attended by 4,172 staff and faculty. In addition, the college hosts a yearlong Learning College program for new full-time faculty.

State Plan Goal 5. Economic Growth and Vitality, Workforce Development:

AACC offers classes to county residents, businesses, and organizations at over 100 sites around the county, 12 months a year, seven days a week, and through multiple delivery methods. This includes 24-hour-a-day access to distance courses at the student's convenience, traditional classroom instruction, and customized contract training.

Despite the softening economy, the college had 16,153 individuals enrolled in workforce development courses accounting for 32,334 enrollments in noncredit workforce development courses in FY 2014 (Indicator #30). As of 5/27/15 more than 17,400 individuals enrolled in workforce development courses accounted for more than 34,300 course enrollments in FY 2015.

The average number of workforce development courses taken by individuals was 2.0. By building strong partnerships with employers and customizing training to meet employer demands, AACC has continued to meet employer satisfaction since FY 2007.

Anne Arundel Community College, along with nine other community colleges from around the United States, is participating in the Accelerating Connections to Employment (ACE) grant. This grant is a 52-month Workforce Innovation Fund (WIF) competitive grant awarded by the US Department of Labor's Employment and Training Administration (USDOL/ETA) to the Baltimore County Department of Economic Development, Division of Workforce Development (BCDED). The $11.8 million dollar ACE grant initiative is a four-state, nine Workforce Investment Board (WIB) effort to expand and improve skill building opportunities and outcomes for a priority population within the workforce system. The initiative targets low-skilled job seekers, including individuals with limited English proficiency and individuals with low reading, writing and math skills. The ACE grant is one of only four in the nation awarded at the highest funding level. The goal is to enroll up to 1,600 students in targeted high demand occupations. The community college role in this initiative is student and faculty recruitment, curriculum development and instruction, and comprehensive student support services. To date, AACC in partnership with the local WIB has completed eight ACE programs. At least three more ACE programs will be offered in FY 2015 and FY 2016.

The Center for Workforce Solutions (CWS) is the college's contract business arm, dedicated to providing training and business solutions to incumbent workers in area businesses, organizations, and agencies. CWS's services and training are provided at a time and location that best suits an employer's needs, often at the place of business, and increasingly via distance delivery. CWS's consultative sales approach allows employers to discuss their issues and concerns with trained organizational development (OD) experts who then design a customized solution to meet, and frequently exceed, their expectations. In addition to customized training, CWS's business services include but are not limited to: needs assessments; survey design, deployment, and analysis; employee coaching; performance improvement plans; facilitation; and strategic planning. CWS promotes all of the college's credit and noncredit programs to employers and manages the contracts to ensure compliance and satisfaction.

The college works closely with all chambers of commerce in the county as well as the Anne Arundel Workforce Development Corporation (AAWDC) and other organizations such as the Chesapeake Regional Tech council and the Fort Meade Alliance. College staff members sit on the board of directors of several of these organizations and regularly assist with projects and events. AAWDC regularly places students in individual classes or contracts for exclusive cohort training in both credit and noncredit programs.

In response to the college's Student Success 2020 Strategic Plan, AACC led the state in offering 140 continuing education certificates as of 5/27/15 in FY 2015 compared to a total of 144 in 2014. In 2015 AACC awarded 1,469 certificates (as of 5/27/15) compared to 1,253 in 2014. These certificates provide more in-depth and concentrated training in specific workforce skills ranging from Administrative Medical Assisting to Welding for Work. Students must meet the prerequisites, achieve all course-specific outcomes, and complete all course requirements in order to earn a certificate.

AACC provides workforce development through innovative and collaborative programming and partnerships that meet the emerging needs of the local economy. As a recipient of the Walmart Brighter Futures 2.0 Project grant, AACC provides contextualized training programs for middle-skill, high demand jobs. This training serves low-skilled, unemployed and underemployed students with accelerated adult basic skills training, integrated with occupational training for entry-level employment in high demand, middle income job areas. Comprehensive wrap-around student support services are key to assist students to persist with their connection to employment.

Casino gaming is one of the fastest growing industries on the East Coast, with five casinos now operating in Maryland and another scheduled to open in 2016. The state's casinos continue to actively recruit dealers to meet the demand. AACC's Hotel, Culinary Arts and Tourism Institute (HCAT) launched casino dealer training in June 2013 in new casino labs at the Arundel Mills campus. Students can earn continuing education certificates in Blackjack, Craps, Roulette, Mini Baccarat, Poker, Carnival Games, Pai Gow Poker, and Pai Gow Tiles. Working in partnership with the local casinos, students have the opportunity to pursue long-term careers in the gaming industry. To prepare Maryland's workforce, AACC also provides training toward portable industry certification, occupational licenses and postsecondary education certificates or degrees. Convenient, accelerated career training that leads to middle-skill job opportunities is offered in areas such as: construction trades, welding, child care, culinary and hospitality, computer and technology and health related fields.

The Cyber and Technology Training group offers hundreds of open enrollment courses to meet the diverse technology training needs of beginner users through advanced IT and Cyber professionals. These courses are taught by instructors who engage students with hands-on exercises that allow students to immediately apply the content learned in their everyday lives and in the workplace. These noncredit courses are specially designed for busy individuals including industry professionals who want to advance their careers by upgrading their skills and specializations, those looking to start or change careers, and individuals who have personal goals to learn a little more about technology. Courses vary in length based on the desired outcomes and are scheduled at multiple locations during the day, evenings or weekends to meet the needs of working adults.

Additionally, in fall 2014 the CyberCenter, in collaboration with the Cyber and Technology Training Team, launched a new Cybersecurity Awareness training initiative to enhance the security awareness of the non-technical workforce and the community at large. The training addresses everything from how to secure passwords, to defending against social engineering, to mobile device security and beyond. These modules are designed to help individuals build a cybersecurity awareness baseline that is essential to becoming a good cyber-citizen. The knowledge and skills learned through this training helps to mitigate the risk in both personal and professional settings.

Institutional Response

MHEC has indicated that AACC provide a response related to two indicators on the PAR report: related to transfer, graduation, and persistence of our minority students (Indicators 21, 22).

As an Achieving the Dream College, AACC has committed to narrowing the achievement gap between minority and majority students. To that end, a retention plan, which will be finalized in August 2015, will include a systematic process to capture data on student performance and use that same data to develop interventions to ensure that students of color persist, graduate, and transfer (Indicators 21-22).

There are a number of initiatives focused on increasing student persistence and graduation-transfer rates as well (Indicators 21-22). The Engineering Scholars Program (ESP) is a scholarship program resulting from a 5-year, $598,000 grant provided by the National Science Foundation. Since the start of the grant in 2011, the program has awarded full scholarships to 60 students demonstrating financial need who are majoring in engineering or engineering technology at AACC. The overall goals of the program include increasing financial and student support services for students in engineering programs, targeting underrepresented groups (African Americans, Hispanic, Native American and women) in STEM fields, enhancing student academic and support services at AACC, increasing the persistence rates of engineering/ engineering technology students at AACC, and increasing the employment and transfer rates of engineering students at AACC. In addition to financial support, academic support services include faculty/industry mentorship, targeting advising, professional talks, field trips, conferences, spring/fall orientations and organized weekly group study. Since the fall of 2011, ESP graduating and transferring students have been accepted to engineering programs at the University of Maryland Clark School of Engineering, Virginia Tech, University of Maryland Baltimore County, and the United States Naval Academy (Indicator 22).

In a commitment to increasing college and career readiness and achievement, Anne Arundel Community College has begun to focus a significant portion of its dual enrollment initiatives at North County High School in Anne Arundel County. In concert with AACC's strategic initiative to focus on inclusion, North County High Schools was selected because an overwhelming percent of the student demographic would be first-generation college-going. Likewise, the high school has a higher percentage of Hispanic population than any other in the county, and a higher African American population than AACC. The programming at North County allows not only for academic remediation for those who need it prior to and during the taking of dual enrollment courses, but also wrap-around services that include advising and transition advice to become full-time college students (Indicator 22).

COMMUNITY OUTREACH AND IMPACT

Anne Arundel Community College is committed fully to being the "community's college" and continues to seek opportunities to meet the needs of both its students and its community.

Enrollment in Noncredit Community Service and Lifelong Learning Courses

More than 10,300 individuals enrolled in continuing education, community service, and lifelong learning courses in FY 2014 (Indicator 16a), accounting for more than 33,900 course enrollments (Indicator 16b). As of 5/27/15, more than 9,540 individuals enrolled in courses accounting for more than 33,000 course enrollments.

Service Work
Service-learning strives to meet the needs of the community by providing a controlled, supervised environment where students can complete course credit while practicing what they are learning by serving in non-profit organizations and volunteering in schools. This past year, more than 1,000 students completed more than 12,000 hours of service.

Since 2012, the Sarbanes Center has been conducting a Partner of the Year project, bringing together all of the resources of the Center in a year-long collaboration. A non-profit community partner is selected through an application process, and activities are designed to leverage resources of the Center to maximize learning outcomes for students and the needs of the selected community partner. In FY 2015, the Sarbanes Center worked with Rebuilding Together, an organization that repairs homes for low income residents in need. Students worked on outreach strategies to help the organization increase its visibility in the community, especially with social media.

Additionally, approximately 400 TEACH Institute students completed fieldwork in over 60 Anne Arundel County Public Schools (AACPS) and child care centers each fall and spring.

Outreach
The Parent Education Partnership is the product of a long-standing relationship between the Title I program of Anne Arundel Public Schools and the Parenting Center at AACC. The classes offered at Title I schools throughout the county vary in content and are based upon the needs of the community as identified by both parents and school personnel. Additional financial support was provided through a generous donation from Severn Savings Bank. Launched as the Parent Education Partnership at Glen Burnie's Freetown Elementary School, the program provides a number of courses for parents and children that are carefully selected to promote literacy, school readiness, and family relationships. These courses enhance parenting skills and encourage parents to get involved in their child's academic career. The program consists of Ready Set, Learn groups for parents and 2-5 year olds, family enrichment courses and skills development courses for parents interested in pursuing their own educational goals. The program was recently expanded to Georgetown East Elementary in Annapolis where a focus has been placed on bilingual family enrichment.

AACC develops, supports, and facilitates a variety of training and outreach programs for the community, including learning opportunities such as GED and ESL programs, tutoring, and continuing education courses. The Center for Workforce Solutions (CEWD) delivers training programs to the business community and the public. CEWD provides program information on continuing education certificates at Anne Arundel County Public Schools, Workforce Investment Boards and at open house activities. In partnership with the Department of Labor Licensing & Regulation and the Department of Public Safety and Correctional Services, the college offers Adult Basic Education, GED prep, career readiness, life skills preparation, and vocational training to incarcerated individuals.

Involvement
Community engagement also focuses on the basic needs of the local community. As a result, the AACC Professional and Support Staff Organization Community Service Committee (PSSO CSC) collected from faculty, staff, and students gift cards and traditional Thanksgiving dinner items to provide 135 complete meals along with $2,425 in cash/checks/gift cards for Food Link Maryland. In addition, the PSSO CSC collected school supplies and packed and delivered backpacks to support 100 students at Tyler Heights Elementary School in Annapolis through the Department of Social Services Back-to-School program.

AACC hosts and participates in the Community Resource Initiative Care Team, a multidisciplinary team comprised of numerous child and family serving agencies that meets in partnership with struggling families to identify resources and develop support plans.

AACC established a student organization to unite veteran students and non-veteran students. The organization meets regularly during the academic year and hosts a variety of events to enhance the lives and educational experiences of AACC veteran students. The club invited writer Luis Carlos Montalvan to talk about his book "Until Tuesday, A Wounded Warrior and the Golden Retriever Who Saved Him". The club invites community advocates and potential resources to come and share information during meetings. Attendees include but are not limited to the following: Talisman Therapeutic Riding, Representative from Purple Heart, and Annapolis Vet Center.

There are more than 75 active student clubs and organizations on campus that sponsor hundreds of events and activities for the college community. The Campus Activities Board sponsored over 90 programs and events this year, including recreational tournaments, comedians, an outdoor movie, Halloween party, and more. The Campus Activities Board made Valentine's Day cards for senior citizens and delivered them to a local assisted living facility. The Student Government Association created sprit weeks and a pep rally to promote school spirit and support for our college athletes.

In addition, AACC's cyber security club students won first place in the community college division of the Defense Department Cyber Crime Center's Digital Forensic Challenge, and a team of four students representing AACC in the Community College Ethics Bowl also won the first place prize.

AACC introduced a student ambassador program in Fall 2014, which provides opportunities for students to acquire communication, interpersonal, decision making, service learning and leadership skills which will be valuable to them after graduation and in their career search. Eight students participated in the new program during the year 2014-2015. The program supports college, community and department events and activities. Ambassadors provide assistance during these events, guide campus tours and interact with current and prospective students supporting enrollment and retention.

Assistance
The annual AACC College Fair is jointly sponsored by Anne Arundel Community College and the Anne Arundel County Public Schools (AACPS) . The event is free and open to the public. The College Fair provides an opportunity for area high school students, their parents, and anyone else who is interested to meet with representatives and gather information from colleges and universities from all over the country. Representatives from 149 colleges and universities attended the fair held on March 12, 2015. AACC also had representatives from 18 student services and instructional departments available to answer questions. Approximately 800 students and parents attended the event.

Educational Impact
The leadership teams at both AACC and the Anne Arundel County Public Schools support a number of partnership activities, including curricular alignment through the development of program pathways, opportunities for students to earn college credit while in high school, early assessment to help decrease the need for remediation at the postsecondary level, concurrent and dual enrollment opportunities, and a variety of support services.

The Program Pathways initiative allows students opportunities to earn AACC credits for programs of study completed in high school. Award of credit is primarily in the form of proficiency credit; however, articulated credit is also awarded. Students admitted to AACC from some high school programs can be awarded AACC course credit for course(s) for which they demonstrate competency through a proficiency assessment developed by AACC faculty and evaluated according to AACC department standards. A proficiency assessment grade of C or higher assigned by AACC faculty is recorded on the student's AACC transcript. Since 2003, 821 requests for proficiency or articulated credit have been made, and a total of 4,040 articulated/proficiency AACC credits have been awarded. Plans of study have been created that visually demonstrate how high school programs segue into corresponding AACC degrees and certificates and how college credit earned in high school can be applied to AACC academic awards. Plans of study can be viewed at
http://www.aacc.edu/programpathways/clusterpathways.cfm

An initiative to align AACPS Signature/Magnet programs with college program pathways and offer targeted AACC courses on-site at selected high schools resulted in the offering of daytime concurrent courses at North County and South River high schools during FY 2015. Since spring 2013, a total of 170 students have enrolled in AACC course offerings at AACPS high school on-site locations. During the past five years, AACC's college transition advisors have reached an average of 4,800 AACPS students annually through a myriad of strategies, including formal classroom presentations and personalized one-on-one student meetings. The "Lunch and Learn"

sessions consist of a series of meetings for STEM high school students and transition advisors to explore program pathways and college expectations. One promising transitional practice includes a team of current AACC college students visiting high schools to both share their college experiences and respond to high school students' questions. Reaching out to parents is a critical component to successful college integration, and transition advisors participate in Parent Information Sessions conducted on-site at the high schools as well as school-based Parent Teacher Student Organization meetings.

A close relationship with the local public schools has been a key to the success of the TEACH Institute. Through a contract between the college and the school district, high school teachers may take science and math courses at the college at no cost to the teacher. The arrangement is especially helpful to teachers in Advanced Placement courses. AACC also works with K-12 teachers and departments on a one-on-one basis.

Cultural and College-wide Events
AACC hosts numerous cultural events that are open to the public. In the past year, more than 60 events, including movies, theatrical and musical performances, comedians, monologues, art and photography exhibits and celebrations of heritage months, took place at the college this past year. Cultural offerings, recreational activities, wireless access, and life-long learning courses all benefit members of the community at large.

Advisory Board Involvement
AACC continues to promote involvement with the community in many ways. Academic programs include business and community members on AACC advisory boards. The AACC Foundation has dedicated community members whose active roles benefit the college.

Anne Arundel Community College continues to develop and implement strategies for success within the community. Through business engagement, outreach, college events, and partnership programs, AACC is totally committed to the community.

ACCOUNTABILITY INDICATORS

Data tables are included in the appendix.

COST CONTAINMENT

Cost containment efforts are pervasive throughout Anne Arundel Community College. During the budget process, cost center managers identify and report cost containment efforts for the prior year using a form provided in the "Guide for Budgeting for Institutional Effectiveness." The college continually reviews current operations to identify areas where costs can be reduced and administrative processes can be made more efficient. Through purchasing initiatives such as competitive bidding and strategic preferred contract supplier relationships, and revenue enhancements, including grants and donor funding of equipment purchases the college saved $4.6 million and achieved $1.1 million in additional revenue in FY 2015.

Cost Containment

Cost Savings:	
Negotiated Contract Savings	$1,068,217
Permanent Reduction of Adjunct Budget	1,674,297
Change in Employee Health Plan Cost Share	230,000
Utility Consortium Electric Rate Savings	103,573
Data Cabling Expense Reduction	88,300
In House Creation of Software Scripts	53,000
Digitalization of the College Catalog	50,000
Reduction in Costs due to Equipment Upgrades	24,666
Negotiate Reduction in Life and Disability Rates	15,000
Scan Books into PDF Format	3,000
Reduced Summer Hours Institutional Support Center	684
Costs Savings Total	**$3,310,737**
Cost Avoidance:	
Redeploy Existing Equipment	$89,437
Reduction of Travel due to Group On-Line Professional Development Training Sessions	7,350
Use of Existing Public School Background Checks for TEACH Adjunct Instructors	4,500
Use of Stock Video	4,410
Donation of Assisted Listening Devices	1,500
Post Media Services On-Line Reducing DVD Usage	500
Costs Avoidance Total	**$107,697**
Revenue Enhancement:	
New Grant Funding Sources	$1,092,015
Sale of Surplus/Obsolete Equipment	28,812
Electric Demand Reduction Refund	25,542
Recycle Sheet Metal	1,972

Revenue Enhancement Total	$1,148,341
FY2015 Cost Containment Total	$4,566,775

In addition to these permanent cost containment actions there were additional cost savings realized from the following temporary reductions:

Temporary Cost Savings

Hold 36 Positions Vacant All Year	$2,061,822
Hiring Slowdown and All Recruitments Approved by V.P.s	2,349,008
Temporary Cost Savings	**$4,410,830**

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014
A. Percent of credit students enrolled part time	70.3%	71.1%	70.0%	70.9%
B. Students with developmental education needs	73.6%	73.9%	71.7%	72.1%

	Spring 2008	Spring 2010	Spring 2012	Spring 2014
C. Percent of credit students who are first-generation college students (neither parent attended college)	30.9	29.5	28.2	25.9

	FY 2011	FY 2012	FY 2013	FY 2014
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,372	1,412	1,693	1,643

	FY 2011	FY 2012	FY 2013	FY 2014
E. Financial aid recipients				
a. Percent of credit students receiving Pell grants	22.5%	23.4%	23.5%	22.3%
b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	35.4%	35.9%	36.7%	35.4%

	Spring 2008	Spring 2010	Spring 2012	Spring 2014
F. Credit students employed more than 20 hours per week	60.7%	53.8%	53.3%	57.5%

	Fall 2011	Fall 2012	Fall 2013	Fall 2014
G. Student racial/ethnic distribution				
a. Hispanic/Latino	4.4%	4.9%	5.8%	6.0%
b. Black/African American only	18.0%	17.8%	17.0%	16.7%
c. American Indian or Alaskan native only	0.5%	0.5%	0.5%	0.5%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.3%	0.3%	0.3%
e. Asian only	3.4%	3.6%	3.7%	3.8%
f. White only	60.9%	61.8%	61.5%	61.2%
g. Multiple races	1.5%	1.9%	2.8%	3.1%
h. Foreign/non-resident alien	1.0%	0.8%	0.9%	0.9%
i. Unknown/Unreported	10.1%	8.3%	7.5%	7.4%

	FY 2011	FY 2012	FY 2013	FY 2014
H. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	$19,479	$18,405	$17,065	$17,231
b. Median income three years after graduation	$40,574	$44,347	$40,728	$39,059

	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Survey 2014
1 Graduate satisfaction with educational goal achievement	96.4%	96.4%	98.8%	97.0%	**98.0%**

	Spring 2005 Cohort	Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Benchmark Spring 2015 Cohort
2 Non-returning student satisfaction with educational goal achievement	88.4%	81.1%	85.7%	81.1%	**79.0%**

	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark 2014 Cohort
3 Fall-to-fall retention					
a. Developmental students	57.0%	54.9%	55.9%	57.6%	**62.0%**
b. College-ready students	62.2%	62.6%	67.1%	63.7%	**56.0%**

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark 2011 Cohort
4 Developmental completers after four years	42.9%	42.5%	40.4%	40.3%	**45.0%**

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark 2011 Cohort
5 Successful-persister rate after four years					
a. College-ready students	85.6%	86.1%	86.2%	85.5%	**85.0%**
b. Developmental completers	91.7%	87.9%	88.5%	87.2%	**85.0%**
c. Developmental non-completers	49.2%	46.5%	49.0%	45.2%	**Not Applicable**
d. All students in cohort	76.3%	73.1%	73.7%	72.0%	**72.0%**

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark 2011 Cohort
6 Graduation-transfer rate after four years					
a. College-ready students	70.6%	67.4%	68.7%	71.5%	**68.0%**
b. Developmental completers	62.7%	58.8%	58.7%	57.2%	**63.0%**
c. Developmental non-completers	28.9%	29.0%	28.6%	28.9%	**Not Applicable**
d. All students in cohort	53.5%	50.6%	50.2%	50.5%	**54.0%**

	FY 2011	FY2012	FY2013	FY 2014	Benchmark FY 2015
7 Licensure/certification examination pass rates					
a. EMT-Basic	92.0%	96.0%	93.0%	87.0%	**85.0%**
Number of Candidates	35	56	121	34	
b. EMT-Intermediate	---	0.0%	0.0%	0.0%	**85.0%**
Number of Candidates	---	0	0	0	
c. EMT-Paramedic	64.0%	72.0%	86.0%	94.0%	**85.0%**
Number of Candidates	22	25	14	15	
d. Nursing-RN	97.0%	98.0%	97.0%	90.0%	**90.0%**
Number of Candidates	107	131	115	121	
e. Physical Therapy Assistant	95.5%	86.0%	100.0%	95.7%	**90.0%**
Number of Candidates	22	22	21	22	
f. Physician Assistant	97.0%	97.0%	97.0%	100.0%	**95.0%**
Number of Candidates	36	35	35	36	
g. Radiological Technology	100.0%	100.0%	100.0%	100.0%	**95.0%**
Number of Candidates	21	15	17	12	
h. Therapeutic Massage	97.0%	97.0%	100.0%	100.0%	**95.0%**
Number of Candidates	31	30	17	10	
i. Medical Assisting - Certificate	78.0%	77.0%	83.0%	93.0%	**95.0%**
Number of Candidates	18	18	23	25	
j. Medical Assisting - Degree	100.0%	0.0%	0.0%	0.0%	**95.0%**
Number of Candidates	3	0	0	0	
k. Pharmacy Technician	100.0%	100.0%	100.0%	100.0%	**95.0%**
Number of Candidates	12	7	5	7	
l. Medical Laboratory Technician	87.5%	100.0%	87.0%	100.0%	**95.0%**
Number of Candidates	14	9	15	5	
m. Health Information Technology	N/A	75.0%	100.0%	100.0%	**85.0%**
Number of Candidates	N/A	4	5	3	

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8 Percent of expenditures					
a. Instruction	53.5%	53.0%	52.4%	51.0%	**53.0%**
b. Academic Support	13.8%	13.5%	14.3%	15.3%	**14.0%**
c. Student Services	7.9%	7.8%	7.7%	8.3%	**8.0%**
d. Other	24.8%	25.7%	25.6%	25.4%	**25.0%**

Goal 2: Access and Affordability

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9 Annual unduplicated headcount					
a. Total	53,048	53,476	51,728	49,649	**55,000**
b. Credit students	25,941	26,080	25,086	23,309	**25,666**
c. Continuing education students	29,522	29,775	28,893	28,452	**31,242**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10 Market share of first-time, full-time freshmen	53.1%	53.7%	53.4%	50.6%	**63.0%**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11 Market share of part-time undergraduates	77.2%	77.3%	76.3%	74.6%	**77.0%**

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12 Market share of recent, college-bound high school graduates	72.0%	69.2%	69.4%	70.6%	**70.0%**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13 Annual enrollment in online courses					
a. Credit	25,905	27,893	28,340	26,639	**25,200**
b. Continuing Education	2,504	5,082	3,534	2,987	**2,320**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14 High school student enrollment	894	866	926	859	**950**

	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2016
15 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	40.4%	45.1%	45.2%	45.0%	**42.0%**

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	12,020	11,447	10,577	10,377	**14,000**
b. Annual course enrollments	40,017	35,865	33,491	33,962	**40,247**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	3,787	3,817	3,963	3,960	**4,559**
b. Annual course enrollments	7,169	6,655	7,015	7,440	**8,023**

Goal 3: Diversity

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18 Minority student enrollment compared to service area population					
a. Percent nonwhite enrollment	31.5%	32.0%	32.9%	33.3%	**30.0%**
b. Percent nonwhite service area population, 18 or older	26.0%	25.6%	26.6%	27.2%	**Not Applicable**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19 Percent minorities of full-time faculty	15.9%	16.7%	18.0%	20.0%	**21.0%**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20 Percent minorities of full-time administrative and professional staff	19.7%	20.8%	18.6%	16.1%	**21.0%**

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark 2009 Cohort
21 Successful-persister rate after four years					
a. African American	65.3%	59.4%	63.5%	62.4%	**72.0%**
b. Asian, Pacific Islander	77.3%	83.0%	79.7%	80.5%	**72.0%**
c. Hispanic	72.4%	71.1%	64.7%	64.7%	**72.0%**
cohort for analysis is under 50					

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark 2009 Cohort
22 Graduation-transfer rate after four years					
a. African American	47.3%	41.3%	45.1%	46.5%	**54.0%**
b. Asian, Pacific Islander	55.7%	60.0%	54.4%	59.8%	**58.0%**
c. Hispanic	43.4%	46.7%	33.8%	43.1%	**54.0%**
cohort for analysis is under 50					

Goal 4: Student-Centered Learning

	AY 09-10	AY 10-11	AY 11-12	AY 12-13	Benchmark AY 2014-15
23 Performance at transfer institutions					
a. Percent with cumulative GPA after first year of 2.0 or above	84.9%	84.9%	84.0%	82.4%	**87.0%**
b. Mean GPA after first year	2.80	2.82	2.81	2.80	**2.85**

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Survey 2014
24 Graduate satisfaction with preparation for transfer	89.0%	87.6%	77.8%	83.7%	**90.0%**

	FY 2011	FY2012	FY2013	FY2014	Benchmark FY 2015
25 Associate degrees and credit certificates awarded					
a. Career degrees	555	560	603	659	**700**
b. Transfer degrees	950	1,007	978	1,141	**1,094**
c. Certificates	669	678	608	1,080	**637**

	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark 2014 Cohort
26 Fall-to-fall retention					
a. Pell grant recipients	54.1%	50.9%	52.1%	52.1%	**58.6%**
b. Non-recipients	67.7%	65.6%	67.2%	62.6%	**60.3%**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27 Education transfer programs					
a. Credit enrollment	643	619	571	540	**665**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
b. Credit awards	49	44	49	58	**59**

Goal 5: Economic Growth and Vitality

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Survey 2014
28 Percent of full-time employed career program graduates working in a related field	87.6%	91.1%	83.3%	85.7%	**87.0%**

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Survey 2014
29 Graduate satisfaction with job preparation	84.9%	89.3%	84.6%	80.5%	**90.0%**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	14,951	16,789	16,697	16,153	**15,890**
b. Annual course enrollments	35,104	44,040	39,852	32,334	**36,470**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	4,417	3,103	4,239	3,570	**4,894**
b. Annual course enrollments	9,061	7,526	8,180	7,589	**9,459**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32 Number of business organizations provided training and services under contract	120	147	152	165	**105**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	13,625	14,539	14,381	13,656	**15,470**
b. Annual course enrollments	34,739	39,210	33,980	26,573	**36,997**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34 Employer satisfaction with contract training	100.0%	100.0%	100.0%	97.5%	**98.0%**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	**Benchmark Fall 2015**
35 STEM programs					
a. Credit enrollment	5,733	6,444*	6,218*	6013*	**8,584**
	FY 2011	**FY 2012**	**FY 2013**	**FY 2014**	**Benchmark FY 2015**
b. Credit awards	622	703	657	1,057	**768**

* Capturing up to five active STEM programs.

BALTIMORE CITY COMMUNITY COLLEGE

MISSION

Baltimore City Community College (BCCC) provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area.

INSTITUTIONAL ASSESSMENT

State Plan Goal 1. Quality & Effectiveness: Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.

Baltimore City Community College's (BCCC) graduate satisfaction with educational goal achievement maintained a high rating of 97.6% for the 2011 graduates (Indicator 1). Surveys of non-returning students show that personal reasons, job demands, and financial reasons (primarily financial aid related) are most often cited for leaving and reflect the socio-economic issues faced by the majority of the service population. However, 70.4% of 'non-returning' respondents said they completely or partly achieved their educational goal (Indicator 2). Of the respondents who did not meet their goal, most said they plan to return to BCCC.

BCCC's fall-to-fall retention rates fell for the fall 2013 cohort for developmental students and increased for college-ready students (Indicators 3a and 3b). The four-year developmental completer rate increased by 7.5% to 24.7% for the fall 2010 cohort (Indicator 4). With the majority of students requiring developmental coursework, BCCC has many initiatives underway to continue this increase, thereby helping to increase retention, persistence, graduation, and transfer rates (Characteristic B). Specialized and course-embedded tutoring is available for developmental courses and study guides for final exams are also available in the library. Advising and reinforcement of students' educational plans are priorities. Students are advised to enroll in recommended developmental courses in their first semester and to continue taking them in successive semesters until completed. Study skills sessions are being conducted across programs. Because of the mandated program changes resulting from the College Readiness and Completion Act of 2013, all students receive updated educational plans to clarify how the required credit reductions may impact their programs and course selections. Additional initiatives are underway to improve retention of developmental students. Promise Academy (PA) students now transition into the Complete College Baltimore program. PA staff and Nursing faculty are tailoring sections of MAT 80 and PRE 100 to students interested in the Nursing Program. The "Second Chance" and "A's Only" options help students move through the developmental math sequence more quickly by basing next steps on outcomes in the first course. PA piloted MAT 86 and it had a pass rate of 72.0%. The federally funded Student Support Services/Students Taking Action in Reaching Success (TRIO/SSS-STAIRS) program is designed to increase retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. In AY 2014-15, the program served 233 students who received individualized, intensive support services. Of those students,

29 graduated with associate degrees, six with certificates, and 13 transferred in fall 2015. A "Clothing Swap and Shop" was held to address some non-academic needs. BCCC's overall successful-persister rate for all students in the fall 2010 fell slightly to 50.8% (Indicator 5d). Developmental completers increased their successful-persister rate to 75.5% (Indicator 5b). The College has continued utilizing its Performance Alert Intervention System, a web-based referral system for faculty to issue alerts to the Student Success Center (SSC) for students struggling academically. To help explore transfer options, the Passport to Completion mentoring program pairs students with faculty and staff mentors options. Student Support and Wellness Services (SSWS) offers students individual and group therapy sessions. SSWS held the Mental Health Symposium in April 2015 with speakers from Coppin State University's Center for Counseling and Student Development, the Black Mental Health Alliance, National Alliance on Mental Illness, and YMCA. Discussions included mental health, its stigmas, and good mental health as it relates to college success. Over 50 students and staff attended with three students serving as panelists. Similar presentations were held in PRE 100 classes. The four-year graduation-transfer rate for college-ready students increased for the fall 2010 cohort while the rates for developmental completers and non-completers both fell. The overall four-year graduation-transfer rate fell slightly to 34.0% (Indicators 6a, 6b, 6c, and 6d). As new programs are developed, "stackable" certificate programs and the new "Career Pathways" initiative are priorities. Career Pathways creates clear alignments between BCCC's programs and five professional areas: pre-health professions; behavioral and social sciences; business; visual and performing arts; and STEM. Each Pathway has an advisor designated from the First Year Experience Program and the SSC to provide information across academic departments and advising resources for faculty and staff. More internship sites are available across programs. A full-time transfer coordinator was hired and plans to create a transfer center are underway.

BCCC graduates' licensing examination pass rates remain very high with Dental Hygiene increasing its pass rate to 100%, Respiratory Care increasing to 91%, and Physical Therapy Assistant (PTA) at 90% pass rate. The PTA program increased the rigor of testing, implemented licensing preparation courses, and revised its admissions criteria. The Dental Hygiene and Respiratory Care programs utilized an external vendor for prelicensing preparation and on-campus clinical instructors for tutoring. Registered Nursing (RN) fell to 70.5% (Indicator 7). The RN Program is continuing to address the increased complexity of the NCLEX-RN licensing exam (revised in FY 2013). Implemented initiatives include more rigorous end-of-program completion activities, mapping curriculum with the licensing exam's content, increasing cognitive-level testing for all courses, implementing individualized "success contracts' for at-risk students, and revising the program's admissions requirements. Specifically, at the end of the program, students review for the exam through completion of a series of questions, face-to-face review, online adaptive testing, and simulated NCLEX exam testing. In spring 2015, the Nursing program began its improved faculty orientation and mentoring program with two new faculty. In FY 2016, BCCC plans to hire on-campus clinical instructors for all nursing and health programs.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Indicators 8a, 8b, and 8c). The percent of expenditures spent on academic support increased to 8.2%. Percentages for instruction and students services fell to 42.0% and 10.8%, respectively, due to increases in "other" expenditures related to energy use and the Enterprise Resource Planning system ($1.8 million combined).

State Plan Goal 2. Access and Affordability: Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.

To supplement services at Liberty Campus, the Business and Continuing Education Division (BCED) located downtown provides full registration services to credit and non-credit students. BCED provides the diverse downtown population with one stop for admissions, registration, testing, payment, and advising services. BCED also offers testing services at the Reisterstown Plaza Center and at multiple sites throughout the City. Registration information is also collected at these sites. BCED offers free pre-GED and English as a Second Language (ESL) courses at over 80 City sites with statewide offerings in ESL and Citizenship Preparation. Healthcare courses are offered at the BioPark. In June 2015, a student services office was opened at Liberty Campus where English Language Institute (ELI) students receive advising and key services.

BCCC's annual unduplicated credit headcount decreased to 7,995 in FY 2014 (Indicator 9b). The College experienced an unprecedented enrollment decline in FY 2013 largely due to changes in federal financial aid regulations, including more rigorous satisfactory academic progress standards; issues with the former deferred payment plan; and BCCC's status with the Middle States Commission on Higher Education (MSCHE). MSCHE reaffirmed BCCC's accreditation status in June 2015. New degree and certificate programs have been developed with MHEC approving three new programs in FY 2013 and 2014 and four in FY 2015: Paramedicine degree, Paramedic certificate, Paramedic Bridge certificate, and Cyber Security & Assurance degree. FY 2016 will focus on advising and registering students for these programs and fully implementing and promoting the Career Pathways initiative. The Institutional Advancement, Marketing and Research (IAMR) Division implemented a comprehensive, integrated advertising plan to optimize resources based on market research by its media agency. The agency recommended utilizing digital, outdoor, traditional, Internet, and social media platforms to enhance awareness of BCCC in target markets and support registration cycles. The advertising message focused on pursuing career pathways; BCCC's Nursing and Robotics/Mechatronics Programs; and the variety of degree and certificate programs. IAMR's social media engagement through Facebook and Twitter reinforced this message. The second edition of BCCC's *Career Focus* magazine (fall 2015), also accessible online via PC, tablet, or mobile device, was mailed to nearly 80,000 City households in target zip codes and focused on BCCC's credit and non-credit workforce pathways. It highlighted the new Cyber Security and Assurance degree and certificate programs and BCED's customized workforce training options. URLs were created and shared via Facebook and Twitter to target groups based on program and topic interest. The BCCC website is under continuous review among section editors across all units of the College under the webmaster's oversight. BCCC is working to procure a fully online e-catalog system to improve access to the College catalog. BCCC garnered multi-media coverage of its programs, student success stories, and incoming President/CEO Dr. Gordon F. May. BCCC stories ran nationally (e.g., *Chronicle of Higher Education*, *Washington Post*, *Community College Week*, *Diverse Issues in Higher Education,* and CNN) as well as in the *Baltimore Sun*, *Baltimore Business Journal*, *The Daily Record*, the Baltimore and Washington *Afro-American* newspapers). Dr. May appeared on WJZ's "On Time" and WMAR's "Maryland Spotlight" and was interviewed on-campus by Baltimore education reporter Tim Tooten on WBAL. YouTube has helped increase awareness of academic opportunities such as the Granville T. Woods Scholars Program. In

summer 2015, faculty and staff across the College engaged in a calling campaign to prospective students who were identified as Pell grant eligible with BCCC as one college of choice.

BCCC's unduplicated headcount in continuing education fell slightly to 10,023 in FY 2014 (Indicator 9c). To address the decline, BCED researched communities that had few opportunities for pursuing coursework and added sites accordingly. Full-time equivalent (FTE) enrollment in ESL courses remained relatively steady with a decline of less than 1%. New courses were added through BCED's Accelerating Connections to Employment (ACE), the Refugee Employment Training Program (RETP), the Department of Labor, Licensing, and Regulation (DLLR) (ESL courses), and ACT WorkKeys. The partnership with the Maryland Office of Economic Development (MOED) provides a direct link to employment for the graduates and19 ACT National Career Readiness Certificates were awarded. Due to increased funding of the Refugee Employment Training Program (RETP) in FY 2014 and 2015, new courses were introduced to meet the needs of the students and partner agency, Lutheran Social Services, including public safety officer. Unduplicated headcount and course enrollments in continuing education community service and lifelong learning courses fell in FY 2014 (Indicators 16a and 16b). BCED has long provided community education and workforce development courses for the City's senior citizens. In FY 2014, BCED conducted a town hall meeting at the Waxter Senior Center to seek input on course preferences. As a result, BCED created ElderLearn, a streamlined seniors program. BCCC's unduplicated headcount and course enrollments in basic skills and literacy courses fell in FY 2014 (Indicators 17a and 17b). These declines are largely due to changes in the GED exam implemented in January 2014. In 2013, there was a strong push with the GED Now (Finish the GED) Project to facilitate students' completion of the former GED exam by the end of 2013. The new more rigorous exam is administered via computer which discouraged students from starting the exam process and led to poorer outcomes for those who did. As a result, fewer students enrolled in GED courses. In response, BCED redesigned the class levels and curriculum to align with the new exam. The Math Clinic and Reasoning through Language Arts (RLA) Clinic, as well as additional computer literacy courses and tutoring, were created. A mobile laptop cart was purchased through funding from DLLR to further enhance computer literacy in ESL and ABE courses. The number of BCCC's GED students enrolling in credit courses increased from 116 in fall 2012 to 163 in fall 2014. In addition to online testing, the Liberty Campus Testing Center was expanded to include GED exam administration

BCCC's market share of first-time, full-time freshmen increased in fall 2014 to 18.0%. The market share of part-time undergraduates fell slightly to 29.4% (Indictors 10 and 11). The market share of recent, college-bound high school graduates increased to 26.9% in AY 2013-14 while the number of concurrently enrolled high school students fell to 53 for fall 2014 (Indicators 12 and 14). Presentations on early enrollment options were conducted at various events including "Think HBCU." Financial Aid staff provided assistance to 164 Baltimore City Public School System (BCPSS) students related to FAFSA follow-up. Staff assisted the guidance counselors in identifying students who are eligible for the State Scholarship Program, the seniors with scholarship applications, and the community organizations in identifying eligible students for their scholarships. BCCC's Summer Bridge program provided tutoring support to BCPSS and GED students from across the City. Three of the summer 2015 students chose the early enrollment option for fall 2015. All Summer Bridge students may continue to use BCCC tutoring services for math this fall. BCCC is strengthening its articulations with BCPSS through creating

program bridges: BCPSS's Certified Nursing Assistant (CNA) Program to BCCC's RN Program; BCPSS's Coding to BCCC's Health Information Technology (HIT) Program; and BCPSS's Dental Assisting Program to BCCC's Dental Hygiene Program. BCCC continued its Upward Bound Math and Science partnership with BCPSS. The program held its annual College and Career Day in May with various presentations, panels, and mock interviews. Through the Educational Talent Search program, over 600 BCPSS students attended workshops about college admissions processes, financial literacy, FAFSA completion, SAT preparation, essay writing for college applications and scholarships, time management, and special educational opportunities.

Maryland institutions began reporting enrollment in online credit courses in FY 2002 when BCCC's enrollment was just 802. BCCC's enrollment grew steadily through FY 2011 to 9,183, but has declined since FY 2012 (Indicator 13a). The FY 2014 figures reflect the effects of the overall enrollment decline and the streamlining of the developmental reading and writing courses from five separate courses into three combined courses. The following programs can be completed entirely online or in combination with face-to-face courses: General Studies Transfer; Business Management; Business Administration Transfer; Accounting; Teacher Education Transfer; and Law Enforcement & Correctional Administration. BCCC completed the transition to the Canvas learning management system in June 2015. The E-Learning Department began the "Re-Imagine Your Course" campaign for redesigning courses to meet the Quality Matters (QM) standards. All faculty received training on how to plan, build, and present courses in the virtual space to provide students with easy access to course materials, content, and support services. The move has centralized communication to all full-time and adjunct faculty. Canvas training is available to students and related applications are free. The summer 2015 online survey (administered via BCCC's Canvas portal – 204 respondents) showed that 84.0% would take another online course at BCCC, 77.0% of online students felt they were a part of a community of learners, and 67.0% of those enrolled in face-to-face courses said the information posted on Canvas would significantly contribute to their success. Non-credit online course enrollments fell to 306 in FY 2014 (Indicator 13b). In FY 2014, BCCC began an agreement with Howard Community College to offer non-credit online child care courses in an interactive instructor-led format. BCED is working on other options to raise online enrollment.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students making affordability a key issue. BCCC is committed to affordable, accessible, and high quality education. Half of students work more than 20 hours per week and 51.7% receive Pell grants (Characteristics F and E). BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions, decreasing to 35.6% in FY 2014 (Indicator 15).

State Plan Goal 3. Diversity: Ensure equal opportunity for Maryland's diverse citizenry.

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in the service area; 91.8% of BCCC's fall 2014 enrollment were minorities, compared to 69.3% of the City's population (Indicators 18a and 18b). African-Americans comprise the majority of BCCC's credit students; therefore, their successful-persistence and graduation-transfer rates are similar to college-wide outcomes (Indicators 21 and 22). The information and initiatives discussed elsewhere apply to successful persistence, graduation, and transfer outcomes for African-Americans and other minorities. In fall 2014, 68.3% of full-time

faculty and 73.2% of full-time administrative/professional staff were minorities (Indicators 19 and 20). The Office of Human Resources (OHR) uses a variety of resources to attract a diverse and competent applicant pool for job vacancies including the BCCC website, *HigherEd Jobs*, *Women In Higher Education*, Academic Careers, Higher Education Recruitment Consortium, *Chronicle of Higher Education*, Maryland Workforce Exchange, Maryland Job Network, Twitter, Facebook, LinkedIn and other related professional sites and publications. OHR participated in a variety of job fairs including the Elijah Cummings Annual Job Fair and the *Afro-American's* Diversity in Careers and Education Expo.

State Plan Goal 4. Student-Centered Learning: Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.

BCCC's transfer students' performance increased in AY 2012-13 with the percent with a cumulative GPA of 2.0 or above after their first year, reaching 75.9% (Indicator 23a). The mean GPA after the first year remained relatively stable at 2.52 in AY 2012-13 (Indicator 23b). BCCC's graduate satisfaction rate with transfer preparation increased slightly to 83% (Indicator 24). BCCC has appointed a full-time Articulation Coordinator, working in collaboration with the newly appointed Transfer Coordinator, has current and planned articulation agreements with the BCPSS and many senior institutions building pathways for BCCC programs. BCCC's enrollment in Education transfer programs remained at 50 in fall 2014 (Indicator 27a). The number of awards in the program decreased slightly (Indicator 27b). After being without a coordinator for two years, a full-time coordinator was appointed in fall 2014. Pathways for these programs are a priority. ARTSYS was updated in FY 2015 to reflect all mandated changes resulting from the College Readiness and Completion Act and to ensure a more efficient transfer process for students. Two Transfer Days were held this past year; 265 students and 29 senior institutions participated in the spring. The total number of awards increased to 592 in FY 2014 while the number of transfer degrees decreased to 141. The numbers of certificates and career degrees awarded increased substantially to 301 and 150 representing increases of 14% and 200%, respectively (Indicator 25). The increase in certificates was largely due to the IT Basic Skills certificate for Year Up students. The fall-to-fall retention rate for the 2012 cohort of Pell grant recipients fell slightly to 31.9% and to 34.7% for non-recipients (Indicators 26a and 26b). Similar to past cohorts, the Pell-recipient and developmental student rates are close (Indicator 3a). The percent of students receiving Pell grants increased slightly in FY 2014 (Characteristic E). BCCC routinely holds information sessions for students and staff about the federal guidelines related to more rigorous satisfactory academic progress (SAP) standards; federal verification processes; Pell grant lifetime limits; impact of withdrawals and attendance cessation; FAFSA completion; and developmental studies GPA. The Student Affairs Division will start a campaign in FY 2016 to increase prospective and current students' financial literacy and awareness of all payment options including financial aid, scholarships, and deferred payments. For students not eligible for Pell grants, the BCCC Foundation and the Financial Aid Office have "One-Stop Scholarships" so students can learn about all scholarships. Foundation staff promote Foundation scholarships at campus events. They received 139 scholarship applications in fall 2015, over 100 more than in fall 2014, and the Scholarship Committee awarded $14,231 in scholarships to 39 students. The NelNet Payment Plan is available via the BCCC website to further assist students through deferred payment options. Up to six payments can made in fall and spring. In fall 2015,

114 computers were added in five labs to increase access for credit and non-credit students. The library offers computer and Internet access for students and community guests.

State Plan Goal 5. Economic Growth and Vitality: Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.

BCCC's graduates' satisfaction with job preparation was 86.7% and the percent of career program graduates employed full-time in their field increased from 50% to 80% (Indicators 28 and 29). The Career Development and Employment Services Office (CDESO) implemented a web-based resume assistance tool, Optimal Resume, and requires students to register with it as well as with the College Central Network (CCN). In FY 2015, there were 223 new student and 32 new employer CCN registrants. CDESO's page on the BCCC website had 3,295 visits in FY 2015 and provides valuable information about on-campus job recruitment, events calendars, and advertisement of "Hot Jobs." The Robotics/Mechatronics Program collaborated with employers including AMAZON, Berry Plastics, and Lockheed Martin to provide job opportunities to BCCC students. As a result, five Robotics graduates were employed upon graduation. Biotechnology students have internship opportunities at UMUC and Fyodor. Over 100 students and 15 employers participated in the Allied Health Career Fair in April 2015.

The annual unduplicated headcount in continuing education workforce development courses increased slightly to 1,081 and course enrollments increased substantially in FY 2014 to 1,748 (Indicators 30a and 30b). The number of business organizations increased in FY 2014 (Indicator 32). In FY 2014, BCED identified growth industries for solid career paths and developed courses in these areas: healthcare; construction; cyber security and information technology (IT); business services; transportation and supply chain management; and hospitality, tourism, and gaming. For transportation and supply chain management, BCED secured a three-year grant from the Baltimore City Department of Transportation to train City residents as warehouse technicians. For hospitality, tourism, and gaming, BCED is providing contract training to Horseshoe Casino staff. The cyber security and IT area secured the Cyber Pathways Across Maryland three-year grant. In FY 2014, BCED partnered on three successful EARN grants in healthcare, energy efficiency, and hospitality and is the primary trainer for the healthcare grant. BCCC joined a consortium of Maryland community colleges for the Trade Adjustment Assistance Community College and Career Training grant program. BCCC will receive $800,000 (FY 2015 – 2017) to train 100 students in IT and cyber security. BCED added two new healthcare programs: Patient Care Technician and Advanced Patient Care. In response to the Workforce Innovation and Opportunity Act, ESL and ABE have added career pathway objectives at all levels of instruction to provide skills needed to transition to college-level courses and career training programs.

Response to Commission Questions

Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 31). Enrollment in contract training courses (Indicator 33).

Commission Assessment: Despite fluctuations in headcounts and enrollments in the above indicators over the past four years, the College has established benchmarks calling for significant increases by FY 2015. Please discuss the College's strategies in these areas.

The unduplicated headcount enrollment in Continuing Professional Education leading to government or industry-required certification or licensure and course enrollments both increased substantially in FY 2014 to 1,031 and 1,683, representing increases of 28% and 57%, respectively (Indicators 31a and 31b). Course enrollments in FY 2014 surpassed the benchmark. BCED developed three new training programs: Patient Care Technician which is a "stackable" credential for the licensed CNA; transporter training for ESL students which includes an ESL component that leads to entry-level Healthcare licensure/certification courses; and Medical Office Assistant which prepares students for front-end office duties and is the first component leading to Medical Assistant Certification. Weatherization courses have been updated to align with the Department of Energy's standards and for industry certifications. The unduplicated headcount enrollment in contract training increased to 797 and course enrollments increased to 1,522 (Indicators 33a and 33b). BCED has developed several new contract training partnerships. BCED and the Horseshoe Casino formed the Casino Dealer Training Academy in May 2014. In FY 2015, BCED's participation in the EARN grant with the Baltimore Alliance for Careers in Healthcare (BACH), St. Vincent DePaul, Center for Urban Families, and the Caroline Center resulted in 313 registrations. BCED entered into a joined with Youth Opportunity Baltimore to provide Healthcare Certification training jointly with GED preparation to ready participants for entry-level positions upon completion. This resulted in 109 registrations in FY 2015. ACE, which combines occupational skills training with basic skills and ESL instruction in a co-teaching model, provided 182 students the opportunity to obtain certification in career fields such as healthcare; warehouse and logistics; and machining. The program received additional funds to add a cohort of students interested in CNA/Geriatric Nursing Assistant Certification training.

STEM credit awards (Indicator 35b.)

Commission Assessment: There have been fluctuations in the College's credit enrollment in STEM programs over the past four cohort years. Please describe the strategies that the College intends to follow to achieve the projected benchmark of 66% growth in enrollment for the fall 2015 cohort.

BCCC's enrollment in STEM programs remained stable at 2,519 in fall 2014 while the number of STEM awards increased substantially to 317 in FY 2014, surpassing its benchmark of 226 (Indicators 35a and 35b). The temporary closure of the Life Sciences Building (LSB) due to water damage limited the scheduling of on-campus STEM courses over three semesters. Since reopening, resources have been enhanced to support STEM courses and programs, including 48 new microscopes and two microscope cameras for the labs. The STEM programs' curriculum has been updated to align with current technological developments. A five-year $599,995 grant from the National Science Foundation created 28 scholarships for incoming STEM students for each grant year. The grant's goal is to increase the number of underrepresented students earning engineering/technology degrees, transferring to senior institutions, and securing internships and jobs. Seven recipients earned degrees in Robotics in FY 2014; two transferred to senior institutions and five now work at Amazon. BCCC is one of four community colleges which are part of the NASA Minority University Research and Education Project Community College Curriculum Improvement cooperative agreement, which funds projects to expand STEM course offerings at minority-

serving community colleges and increase the number of students receiving degrees in NASA-related fields. BCCC will use its three-year, $750,000 agreement to implement the "Improving and Expanding the STEM Programs at BCCC to Attract, Retain and Support the Success of Diverse Students" project. The Upward Bound Math and Science program serves as a pathway for BCPSS students into BCCC's STEM programs. BCCC's Welcome Center provided campus tours to students interested in STEM programs from Patterson High School, Digital Harbor High School, and Mount Clare Christian School. Special admissions advising and information sessions were held for health programs. BCCC introduced a STEM community day to increase awareness of the programs and career pathways.

COMMUNITY OUTREACH AND IMPACT

BCCC's Strategic Plan calls for strengthening partnerships and community outreach and the College remains committed to engaging the service population of Baltimore City. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers.

Student Involvement

The BCCC Dental Hygiene Program continued its Senior Week dental clinic with free cleanings, oral cancer exams, and x-rays to senior citizens (age 62 and older) and its on-campus clinic provided free dental care to area children during its annual Sealant Saturday event. The Ascenders Club held a fundraiser for the March of Dimes and raised over $1,100. +The student-run Annual Fashion Show had high attendance from the community. Physical Therapist Assistant (PTA) Program students hosted the second annual Fitness Can Be Fun Games in May 2015 at the Liberty Campus and all proceeds went to Mt. Washington Pediatric Hospital. Last year's inaugural event was a great success as students came out to play games including potato sack races, tug of war, relay races, badminton, football toss, and many others designed to encourage physical activity and fun. The Veterans Club and the Student Support and Wellness Services Office presented a workshop on trauma and Post Traumatic Stress Disorder (PTSD) for the College community. In October 2014, the History Club and Sociology & Anthropology Club along with the Office of Student Life held an event during Hispanic Heritage Month to explore historic connections between African and Latino cultures. STEM students participated in an interview on WBJC.

Partnerships and Outreach: BCPSS

BCCC continued its long-standing outreach partnerships with BCPSS through the TRIO Educational Talent Search (ETS) program and Upward Bound (UB) Math and Science program. The College hosted its inaugural "Think HBCU" College and Scholarship Fair with a focus on access for students with limited resources. The fair was held at the Liberty Campus in March 2015 with attendance of 109 guests, 58 Historically Black Colleges and Universities (HBCU) representatives from more than 30 institutions, and 79 members of Alpha Kappa Alpha Sorority, Inc. The workshops and presentations created interactive dialogue about the benefits of attending

a HBCU, college resources, and academic opportunities. Attendees included BCPSS middle and high school students as well as BCCC students, parents, faculty, and staff.

BCCC continued its partnership with Education Based Latino Outreach (EBLO) and its Mi Segunda Casa program to provide ESL courses to immigrants throughout Baltimore City. Over thirty ESL courses were offered at EBLO and partner BCPSS sites throughout the City, serving the adult literacy needs of the City's immigrant population. EBLO course offerings were expanded to include Computer Literacy courses for immigrants. The Refugee Youth Project (RYP) and ELI programs collaborated with Court Appointed Special Advocates (CASA) to expand Summer Academy enrollment to include youth and refugee high school students.

Business Organizations and Agencies

Through the Career Development and Employment Services Office (CDESO), College partnerships underway to assist students with career development, internships, job placement, community service hours, and assistance with the Career Closet (donated clothes for interviews) include Mondawmin Mall, Target, Marshall's, and the Baltimore City Planning Committee. BCED partners with many area businesses and agencies. BCED partners with local business and industry to offer cost-effective, state-of-the-art customized training; occupational training; industry certifications; and lifelong learning opportunities. Building upon the existing relationship with the Horseshoe Casino, BCED is expanding the training to include all hospitality workers. College staff routinely attend the Greater Mondawmin Coordinating Council's quarterly meetings. BCED's Adult Basic Education (ABE) Office established new partnerships with Baltimore Healthy Start, Inc., Enoch Pratt Free Library, Neighborhood Library Services, New Era Academy, Civic Works/Reach!, and Our Daily Bread Employment Center.

Community Programs and Events on Campus

BCCC has maintained a strong partnership with the League of Women Voters to sponsor and promote Voter Registration Drives. Over the past eight years, the League and BCCC have sponsored successful registration drives for BCCC faculty, staff, students, and the community. In total, these drives have registered nearly 2,000 voters. The drive will continue in fall 2015. The Career Development and Employment Services Office hosted the Employment Opportunity Day on campus in November 2014 with 220 attendees. The event was open to students and the community interested in career and internship opportunities. Ten computers were available for completing online applications and resume submissions. ABE hosted the first annual Community Resource Fair at the Reisterstown Plaza Center which focused total health and wellness of students. It provided a great networking opportunity for students, staff, and community friends.

BCCC supported the Maryland State Department of Education (MSDE) through a one-week summer camp at BCCC's Life Sciences Institute (LSI) at the University of Maryland BioPark. The camp focused on forensic science and hosted 14 "gifted and talented" children from across the State. In May 2015, BCCC's athletic department hosted the Court Kings Anti-Bullying and Inspirational Message Basketball game. The game was open to the community and the gymnasium was filled to capacity. BCCC continued its partnership with the Mayor's Office of Employment Development through "Youth Works 2015." In summer 2015, eight youth workers

were employed on campus. BCCC's Compliance Coordinator planned activities to help develop academic and life strategies. This partnership reflects BCCC's President's commitment to supporting Baltimore's youth.

The events related to the death of West Baltimore resident Mr. Freddie Gray were close to home for BCCC faculty, staff, students, and community as the unrest was centered less than one mile from the Liberty Campus. BCCC responded by hosting events to provide support to the College's community. The College hosted the "Universal Cry for Justice" Town Hall as part of the Citywide "BmoreYouthRise" Peace Walk and Rally. Over 250 young people came to BCCC to air feelings and frustration in the wake of the Mr. Gray's death and the unrest in Baltimore. The event was the second of four parts of the daylong Citywide Peace Walk and Rally organized under the social media hash tag #BmoreYouthRise. Longtime rap artist YoNasDa Lonewolf Hill led a panel and audience discussion which drew comments from dozens of young people. The event drew local TV stations WJZ and WMAR in addition to a national report on CNN from the Liberty Campus by correspondent Sara Sidner. BCCC's Dean of Student Development joined fellow members of Alpha Kappa Alpha Sorority to lend a hand to seniors and help clean up the City. The effort garnered a picture in the *Baltimore Times* and recognition of the Dean's efforts from the Deputy Mayor. BCCC students, faculty, and staff came together in solidarity on two separate days to share their feelings and stand for 20 minutes of silent reflection while supportive horns honked along Liberty Heights Avenue. Students spoke during the "Voicing Our Pain" Collegewide assembly which was coordinated by the Presidents of the Faculty Senate and the Student Government Association.

Community Forums, Fairs, and Festivals

In BCCC's continuing effort to build upon existing relationships and establish new ones, BCCC participates in many community events. IAMR's Director of External Affairs (EA) participated in various events including the City's Housing Resource Fair; Mondawmin Mall's Health Fair, and the City Health Commissioner's discussion on health issues facing the Baltimore area. The EA Office staffed information tables at the Fox 45 B'More Healthy Expo at the Baltimore Convention Center, the Bon Secours Open Forum, and the Baltimore City Council's Senior Symposium. The Director of EA presented on behalf of the Maryland Scholars Program and participated in the Eastside Resource Festival, Greater Mondawmin Resource Festival, and Unity in the Community Festival at Druid Hill Park. ABE staff participated in various fairs throughout the City including the annual Latinofest, Goodwill Industries of the Chesapeake Family Resource Fair, African Heritage Festival, Housing Authority of Baltimore City Resource Fair, and the Baltimore City Health Department's annual Know Your Status Ball and Conference. In BCCC participated in the annual *Susie's Cause Health Festival* at Mondawmin Mall which focused on under-served communities. BCCC student recruiters along with staff from the School of Allied Health and Nursing (SAHN) and BCED greeted a steady flow of visitors.

BCED joined the South Baltimore Learning Center in its celebration of National Adult Education and Family Literacy Week in fall 2014 where a BCCC graduate from the ESL and ACE programs was recognized by local legislators for his perseverance in pursuing his education. The ESL joined the Baltimore Highlands Community Association in their National

Night Out to promote educational opportunities in the community. Refugee ESL and RYP students participated in the World Refugee Day celebrations with music, dance, and stories.

Presidential Outreach Activities

Since BCCC's President was appointed one year ago, he has been very active with local communities and in establishing relationships with City, State, and higher education officials. He has met with the Presidents of Morgan State University and University of Baltimore as well as the former and new Presidents of Coppin State University, Superintendent of the Baltimore City Public School System, Executive Director of the Maryland Association of Community Colleges, Mayor of Baltimore City, Deputy Secretary of State, Baltimore City Council President, and two State Senators. He hosted two introductory receptions in fall 2014 at the Liberty Campus for community and business leaders, and local faith-based leaders. The President will be honored by the Greater Mondawmin Coordinating Council at its first "Men of Valor" gala in October.

COST CONTAINMENT

Significant cost containment actions adopted by the institution in FY 2014 and the level of resources saved. This must include detailed ways in which the institution has reduced waste, improved the overall efficiency of their operations, and achieved cost savings. Attach dollar amounts to each specific effort.

Permanent/Long-Term Actions:	Savings
Renegotiation of the Reisterstown Plaza Center lease	$22,165 annually for 10 years, FY 2014 is the third year of lease
Reduced hard-copy subscriptions available to faculty and staff	$18,000
Reduced travel for faculty	$27,000

Source: BCCC Business and Finance Division

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	56.2%	67.1%	66.9%	66.5%
B.	Students with developmental education needs	88.9%	79.3%	87.2%	86.2%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	47.2%	44.5%	45.0%	43.7%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,742	3,787	3,937	3,950

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	55.0%	57.7%	50.3%	51.7%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	61.8%	64.9%	59.5%	60.5%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	47.9%	53.0%	53.8%	50.4%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	1.7%	2.2%	1.0%	2.8%
	b. Black/African American only	77.7%	75.8%	80.6%	79.1%
	c. American Indian or Alaskan native only	0.2%	0.6%	0.8%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.3%	0.3%	0.2%
	e. Asian only	2.5%	2.2%	3.1%	2.4%
	f. White only	8.0%	9.1%	8.2%	7.7%
	g. Multiple races	0.6%		1.2%	2.0%
	h. Foreign/Non-resident alien	5.2%	11.2%	4.6%	3.7%
	i. Unknown/Unreported	2.7%	2.0%	0.1%	1.9%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$20,719	$22,272	$22,686	$18,737
	b. Median income three years after graduation	$36,857	$35,936	$41,700	$38,242

Goal 1: Quality and Effectiveness

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	98.0%	92.0%	98.7%	97.6%	**99.0%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	67.6%	68.0%	89.0%	77.1%	**80.0%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014
3	Fall-to-fall retention					
	a. Developmental students	42.3%	34.4%	35.1%	31.9%	**54.0%**
	b. College-ready students	35.1%	22.2%	na (n=18)	38.8%	**38.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	19.9%	18.0%	17.2%	24.7%	**30.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	69.2%	73.1%	72.7%	75.0%	**65.0%**
	b. Developmental completers	83.8%	80.3%	72.6%	75.5%	**88.0%**
	c. Developmental non-completers	43.7%	45.0%	41.1%	35.2%	**Not Applicable**
	d. All students in cohort	55.8%	55.3%	51.3%	50.8%	**62.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	61.5%	50.0%	57.6%	60.0%	**42.0%**
	b. Developmental completers	48.7%	43.1%	43.3%	40.1%	**48.0%**
	c. Developmental non-completers	31.3%	35.0%	29.5%	27.8%	**Not Applicable**
	d. All students in cohort	37.6%	37.7%	35.5%	34.0%	**38.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7	Licensure/certification examination pass rates					
	a. Nursing - National Council	94.7%	88.7%	77.1%	70.5%	**95%**
	Number of Candidates	38	71	70	61	
	b. Licensed Practical Nurse - National Council	100.0%	100.0%	na	na	**100%**
	Number of Candidates	10	10	2	na	
	c. Physical Therapy - Assessment Systems	93.3%	100.0%	100.0%	90.0%	**100%**
	Number of Candidates	15	22	14	19	
	d. Dental Hygiene - National (Written) Board	96.0%	95.0%	95.2%	100.0%	**100%**
	Number of Candidates	25	20	21	23	
	e. Respiratory Care - MD Entry Level Exam	60.0%	89.9%	84.6%	91.0%	**85%**
	Number of Candidates	15	9	13	11	

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8	Percent of expenditures					
	a. Instruction	49.8%	47.4%	46.1%	42.0%	**52.8%**
	b. Academic Support	6.5%	7.5%	7.5%	8.2%	**6.7%**
	c. Student Services	12.2%	12.3%	12.3%	10.8%	**11.4%**
	d. Other	31.5%	32.9%	34.1%	39.0%	**29.1%**

Goal 2: Access and Affordability

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	21,019	20,457	18,597	17,890	**24,500**
	b. Credit students	10,444	9,849	8,268	7,995	**13,500**
	c. Continuing education students	10,767	10,803	10,623	10,023	**11,500**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	24.7%	15.8%	17.5%	18.0%	**23.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	31.5%	30.3%	30.9%	29.4%	**36.0%**

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	24.8%	25.6%	24.6%	26.9%	**35.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	9,183	8,491	7,345	6,903	**11,500**
	b. Continuing Education	711	190	469	306	**750**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	88	90	100	53	**80**

		FY 2012	FY 2013	FY2014	FY 2015	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	38.4%	37.2%	37.7%	35.6%	**42.0%**

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,659	1,720	1,718	1,232	**1,840**
	b. Annual course enrollments	2,711	2,758	2,737	1,721	**3,200**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	7,558	7,703	7,820	7,736	**8,000**
	b. Annual course enrollments	15,445	16,474	17,096	16,644	**16,000**

BALTIMORE CITY COMMUNITY COLLEGE
2015 ACCOUNTABILITY REPORT

Goal 3: Diversity

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18 Minority student enrollment compared to service area population					
a. Percent nonwhite enrollment	89.7%	90.6%	91.8%	91.8%	BCCC does not benchmark
b. Percent nonwhite service area population, 18 or older	68.5%	69.1%	68.7%	69.3%	Not Applicable

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19 Percent minorities of full-time faculty	59.0%	63.2%	64.1%	68.3%	benchmark

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20 Percent minorities of full-time administrative and professional staff	70.1%	84.2%	69.2%	73.2%	BCCC does not benchmark

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
21 Successful-persister rate after four years					
a. African American	53.0%	53.7%	48.4%	47.9%	60.0%
b. Asian, Pacific Islander	na (n=6)	na (n=7)	na (n=14)	na (n=20)	
c. Hispanic	na (n=4)	na (n=15)	na (n=8)	na (n=10)	
Note: Not reported for groups with < 50 students in the cohort for analysis.					

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
22 Graduation-transfer rate after four years					
a. African American	36.0%	36.7%	32.9%	31.4%	38.0%
b. Asian, Pacific Islander	na (n=6)	na (n=7)	na (n=14)	na (n=20)	
c. Hispanic	na (n=4)	na (n=15)	na (n=8)	na (n=10)	
Note: Not reported for groups with < 50 students in the cohort for analysis.					

Goal 4: Student-Centered Learning

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
23 Performance at transfer institutions					
a. Percent with cumulative GPA after first year of 2.0 or above	80.2%	74.1%	75.9%	Data are not available from MHEC.	80.0%
b. Mean GPA after first year	2.69	2.56	2.52		2.55

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24 Graduate satisfaction with preparation for transfer	76%	73%	80%	83.3%	82.0%
Note: Response categories changed starting in 2008.					

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
25 Associate degrees and credit certificates awarded					
a. Career degrees	262	345	264	301	320
b. Transfer degrees	208	195	234	141	240
c. Certificates	62	61	50	150	75
Total	532	601	548	592	635

53

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	43.8%	33.5%	32.2%	31.9%	**50.0%**
	b. Non-recipients	36.0%	31.0%	46.2%	34.7%	**42.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27	Education transfer programs					
	a. Credit enrollment	57	41	50	50	**150**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	4	5	3	1	**60**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	69%	63%	50%	80.0%	**65%**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	76%	79%	84.4%	86.7%	**90.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	1,015	954	1,053	1,061	**1,500**
	b. Annual course enrollments	1,271	1,264	1,248	1,758	**1,700**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	682	1,129	806	1,031	**880**
	b. Annual course enrollments	1,245	1,480	1,075	1,683	**1,600**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	43	53	58	61	**80**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33	**Enrollment in contract training courses**					
	a. Unduplicated annual headcount	589	806	746	797	**1,000**
	b. Annual course enrollments	903	1,707	1,083	1,522	**3,000**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34	Employer satisfaction with contract training	100%	100%	100%	100%	**100%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35	STEM programs					
	a. Credit enrollment	3,287	2,496	2,535	2,519	**4,200**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	208	225	184	317	**226**

CARROLL COMMUNITY COLLEGE

MISSION

Carroll Community College is a public, open admissions, associate-degree-granting college serving Carroll County, Maryland with baccalaureate preparation programs, career education, workforce and business development, and personal and cultural enrichment opportunities. As a vibrant, learner-centered community, the college engages students as active learners, prepares them for an increasingly diverse and changing world, and encourages their lifelong learning.

INSTITUTIONAL ASSESSMENT

The college's activities are designed to fulfill the goals delineated in its comprehensive mission statement and are guided by the priorities in its multi-year strategic plan, *Compass 2020*.

The five *Compass 2020* priorities, approved by the president and shared with the college community on June 3, 2015, are *student achievement*, continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion; *enrollment development*, respond to community and student needs through innovation and resourcefulness in instructional programming, course delivery and scheduling, student services, and effective communications; *county economic development*, support Carroll County business and workforce development through career and professional education, contract training and consulting services, and partnerships with local businesses and economic development agencies; *advancing excellence*, invest in the college's employees, technology, and decision support systems to further the college's excellence; and *resource management*, develop resource management strategies to respond to anticipated levels of governmental support and fund the college's priorities.

The college's annual strategic plans identify the specific initiatives the college will focus on during a given fiscal year to advance the priorities in *Compass*.

In addition to this state-mandated Performance Accountability Report, the college provides stakeholder accountability through a set of 60 Institutional Effectiveness Assessment Measures reported annually to the Board of Trustees and the Board of Carroll County Commissioners.

Commission staff identified two accountability indicators for the college's response: percent minorities of full-time faculty (indicator 19), and STEM credit awards (indicator 35b). After a discussion of these two measures, the college's progress toward achieving its other benchmarks will be analyzed, within the context of the goals in the *2013 Maryland State Plan for Postsecondary Education*.

Response to Commission Questions

Percent Minorities of Full-time Faculty
Commission assessment: Despite decreases in the percentage of minority full-time faculty from fall 2010 to fall 2013, the college estimates a two-fold increase for fall 2015. Please discuss the

strategies that inform this aggressive goal, as well as prevailing conditions in the college that may affect hiring (e.g. an expected wave of retirements for tenured faculty, a planned expansion of one or more programs).

The college's goal is to have a full-time faculty that reflects the demographics of its service area and student population. At the time the benchmark was set five years ago, Carroll County's minority population was at 8 percent and the college's minority student population was at 8.2 percent. The college set its benchmark at 8 percent; minorities constituted 5.6 percent of the college's full-time faculty at that time. Changes in full-time faculty staffing since 2010 have resulted in a full-time faculty in fall 2014 that is 4.0 percent minority.

In the current environment of declining enrollments and tight budgets, the college anticipates very limited hiring of new full-time faculty. The college is evaluating its staffing within the context of its five-year strategic plan, Compass 2020. The financial outlook will preclude major additions to its program inventory. Openings that occur due to retirements and separations will be scrutinized to see if a replacement is necessary. Opportunities to change the demographic profile of the full-time faculty will be constrained by these realities.

The strategic value of diversity in the workplace, among the students, faculty, and in the local community, is recognized. Though gains have been made, the composition of the college's overall workforce remains predominately non-minority. Improving the diversity of its workforce as a small, rural college remains one of Carroll Community College's greatest challenges. Carroll County lacks the significant professional minority population found in the urban and metropolitan areas of the state. Since Carroll County is bordered by counties with significantly-higher blends of minorities, such as Baltimore County and Howard County, the college recruits in these areas. The challenge to recruit full-time faculty of color to provide positive role models and to help create a culturally-diverse college will continue to be an institutional priority, and procedures are in place to meet this challenge.

Diversity recruitment is an important step towards creating an inclusive and multitalented workplace that is reflective of the constituents it serves and best prepared to compete in a changing economy and marketplace. Position vacancies are currently advertised through minority resources such as the Baltimore Afro-American newspaper. The college is expanding its recruiting efforts for FY2016 to include the Minority Resources Edition of the Equal Employment and Civil Rights Journal and Minorityjobs.net . Additionally, starting in FY2016 the Director of Human Resources and other human resource staff plan to attend job and career fairs that attract large numbers of minorities, such as those held at Bowie State University, Morgan State University, and Coppin State University.

The college's applicant assessment and interview procedures allow the manager of a hiring department or division (executive officer, director, department chair, etc.) an opportunity to participate in the qualifying process and to review all applications for an advertised vacancy. The Human Resources office completes the first review of applicants without regard for race, gender, or age. Demographic information is not provided to the hiring manager and/or the search committee. The hiring manager or search committee is required to provide the Human Resources office justification supporting the decision not to interview any qualified applicant.

The college, like other institutions of higher education, is experiencing a challenge with low enrollment, so each vacant faculty position is closely reviewed to determine if position reallocation is required or if the position should be placed on hold pending the fiscal year budget. As such it is difficult to anticipate open positions at this time. The Director of Human Resources works closely with the Executive Vice President of Administration to understand position status and next steps for each new vacant position.

The college's FY2016 Strategic Plan contains an initiative (V-2) charging the Human Resources office to analyze staffing and anticipate retirements across all functions, in response to enrollment and revenue assumptions and Compass 2020 strategic priorities. This staffing analysis will inform and reflect the development of a Five-year Financial Plan (initiative V-1) to guide the college through June 30, 2020. Work on these initiatives has commenced. Given the difficult financial outlook for the college, few openings for full-time faculty are likely, hampering the opportunities to significantly alter the racial and ethnic composition of the faculty.

STEM Credit Awards
Commission assessment: The college has demonstrated substantial growth in credit awards for STEM programs over the past several years, and has exceeded its benchmark goal. Please discuss the factors underlying this increase and whether the college expects these trends to continue in the future.

Carroll Community College has made a strong commitment to STEM education, reflected in its academic and continuing education programming, its marketing and recruitment, its co-curricular activities, its student life offerings, and its community outreach and engagement. This commitment and these activities have established the college's reputation in the STEM arena and have attracted students to its STEM offerings.

The college launched its nursing program in 2004, added the Associate of Science in Engineering program in 2011, and is in process of introducing a Cybersecurity degree program. The college's SMART Scholars Program offers students undergraduate research experiences in Chemistry and Engineering. The college's Continuing Education and Training area has added to its strong array of information technology and health profession training offerings. These include IT certifications such as CompTIA A+, Network+, and Security+, and Cisco CCNA.

The college has an active student chapter of the American Chemical Society. The college's STEM club received an Excellence in Service award from the Maryland-DC Campus Compact for its service-learning activities. On-campus "STEM Days" have showcased the college's 3D printers. Carroll faculty and students have traveled to county middle schools to participate in "Ready, Set, STEM" programs. These and other STEM activities are routinely highlighted in the college's Today newsletter and Career Focus magazine, and successfully pitched to local media outlets resulting in positive publicity.

The college is participating in the first Maryland STEM Festival on November 6-7, 2015, including serving as the Carroll County host location. Without needing to travel great distances, the general public may investigate all aspects of STEM through collaborative and interactive

programming. The week is being organized by The Maryland STEM Festival Planning Committee, which consists of members from diverse STEM organizations across the state.

The commitment of passionate faculty, strong administrative support, community and industry partners, and successful alumni, collectively ensure that the college will continue to offer a strong STEM program. County demographics and limited financial resources may lead to declines in enrollments and degrees over the next five to seven years, but the excellence of the program will continue and grow.

Progress toward Benchmarks and Fulfilling State Goals for Postsecondary Education

The 35 performance indicators included in this state accountability report were organized on the attached spreadsheet under the five goals in the *2009 Maryland State Plan for Postsecondary Education*. They will be discussed under the six goals in the more recent *2013 Maryland State Plan for Postsecondary Education.* The college's performance on the indicators is measured against benchmarks established by the college president and approved by the college's Board of Trustees. In many cases, the college's performance has been well above state averages. The benchmarks agreed to by the college's faculty, administration, and governing board were usually set above existing Carroll performance levels, in the spirit of continuous improvement. Thus it is not uncommon, especially in the early years of the five-year benchmark cycle, for the college's performance to be above state averages but not yet at benchmark levels.

State Plan Goal 1: Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the State, and the nation.
This *Quality and Effectiveness* goal includes the need to heighten college readiness, improve degree progress and degree completion, and serve newly emerging populations in the State.

Early retention of students beginning college at Carroll is near record highs. Persistence of fall 2014 first-time students to the spring 2015 term was 79.3 percent, the second-highest fall-to-spring retention rate in college history. The one-year retention rate of fall 2013 entrants was a college high. Two-thirds, 67.7 percent, were enrolled in fall 2014. Carroll's fall-to-fall, one-year retention rate of first-time, full-time students, at over 70 percent, was the highest among Maryland's 16 community colleges.

In July 2014, the National Student Clearinghouse issued reports for individual institutions reporting six-year completion rates for students beginning college in fall 2007. Students were identified as completers if they completed a degree or certificate program at any institution within six years. The ability of the Clearinghouse to follow students across institutions and state lines, and their method for identifying degree-seeking students, yielded completion rates far superior to those previously reported. Carroll's completion rate, at 51.5 percent, was considerably higher than the national community college average of 39.9 percent.

The National Student Clearinghouse repeated its six-year completion analysis with the Fall 2008 entering cohort. The college now has extensive and accurate completion data for two cohorts of

students, and national community college averages to help interpret the findings. Carroll's overall completion rate for the Fall 2008 cohort was 52.8 percent, up from the 2007 cohort and above the comparable national average of 39.1 percent.

A major strength of the National Student Clearinghouse reports is their ability to analyze completion rates by student enrollment intensity or attendance pattern. Completion rates are reported for students who attended exclusively full-time, exclusively part-time, or a mix of full-time and part-time attendance. The analysis looks at enrollment status in all terms of enrollment, not just the first term. This is important, since most students who start at a community college as full-time students do not remain full-time.

The overall completion rate for Carroll students in the 2008 cohort was 52.8 percent. For Carroll students able to always enroll full-time, this rate was 70.0 percent, compared to 57.0 percent for community college entrants nationally. In contrast, the overall completion rate for students who only attended part-time was 19.2 percent for Carroll students and 18.8 percent for students nationally.

Two-thirds of community college students nationally, and 61 percent of Carroll students, have mixed attendance patterns, enrolling full-time in some terms and part-time in others. The overall completion rates for these majorities of students in the 2008 cohort were 49.6 percent for Carroll and 35.9 nationally.

Women starting at Carroll in Fall 2008 had a slightly higher overall completion rate (55.3%) than men (50.2%), but both genders were well above the comparable national averages (42.6% for women and 36.4% for men).

Completion rates varied by age. For Carroll Community College students entering in Fall 2008, the overall completion rate was 52.8 percent. For students age 20 or younger at entry, the completion rate was 55.2 percent. For students age 25 and older, the rate was 50.2 percent. In contrast, students age 21-24 at entry had a completion rate of 26.4 percent.

 The lower completion rate for students starting college in their early twenties remained even when controlling for enrollment intensity. Among Carroll students able to attend exclusively as full-time students, completion rates for students age 20 or younger (73.3%) and age 25 and older (75.0%) were notably above the rate for students age 21-24 at entry (21.4%). The pattern was similar, though not quite as dramatic, nationally. Overall completion rates for exclusively full-time students were 61.6 percent for younger students, 49.0 for older students, and 38.4 for students in their early twenties.

The reports distributed by the National Student Clearinghouse provide further breakdowns of the completion rates. In addition to the overall completion rate, the Clearinghouse reports first completion at the initial institution, first completion at a different two-year institution, first completion at a four-year institution, subsequent completion at a four-year institution, total completions at four-year institutions, and still enrolled (at any institution). The Clearinghouse reports provide a complete picture of completion, compiled six years after entry.

Due to their superior methodology, the completion rates produced by the National Student Clearinghouse should be considered for inclusion in the Performance Accountability Report dataset as soon as four years of data are available.

The one indicator under the *Quality and Effectiveness* goal of concern is the percentage of students identified as needing developmental education who complete all their developmental coursework within four years. The college's developmental program completion rate has always been notably higher than the average among Maryland's 16 community colleges, but has not reached the benchmark of 60 percent established by the college. The rate for the most recent cohort analyzed, those entering in fall 2010, was 59.4 percent. The college has implemented a number of reforms in its developmental education program, including introduction of skill-specific modular instruction, with the expectation of improvement in program completion rates.

State Plan Goal 2: Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.

This *Access, Affordability, and Completion* goal makes it clear that credential completion is the true promise of access fulfilled. The college's comparatively high completion rates demonstrate the institution's embrace of this statewide expectation.

The college's goal is to maintain its credit tuition and fees at a level half that of the average tuition and fees charged by University System of Maryland institutions. Years of state funding below statutory expectations, price inflation in some fixed costs, declining enrollment due to county demographics, and constrained county funding support have all put pressure on tuition. Carroll's tuition and fees were 50.6 percent of the university average in 2014-15, the first time the college exceeded 50 percent and failed to meet its benchmark.

For the past four years analyzed, the college has fallen short of its market share goal for first-time, full-time students. The college expects to enroll 50 percent of all Carroll County residents starting college as full-time undergraduates at a Maryland college or university. In fall 2014, this percentage was 46.4 percent, the same as the year before. Carroll remained the most popular choice of County residents for starting college full-time; Towson University was second in popularity, enrolling 11.4 percent.

Carroll Community College remained the top choice of Carroll County residents for part-time undergraduate study. In fall 2014, 69.1 percent of Carroll County part-time undergraduates attended Carroll. This was slightly below the college's benchmark of 70.0 percent.

State Plan Goal 3: Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.

This *Diversity* goal is comprehensive and inclusive. In addition to race and ethnicity, the State Plan cites age, family educational history, economic station, and veteran status in its definition of diversity. The State Plan also conceptualizes diversity as a value to be understood and appreciated: "In order to navigate through a world that is increasingly multiethnic, multinational, and globally interdependent, students must be culturally competent."

The college's mission statement includes a goal to "embrace an increasingly diverse and changing world by encouraging students, faculty, and staff to value diversity, cultivate global awareness, and practice responsible citizenship." The college's General Education Program includes a core competency that "students will acknowledge and comprehend the beliefs, behaviors, and values of diverse populations within a global environment."

The college developed a Diversity/World View Strategic Improvement Plan in 2009, which was adopted by the Board of Trustees on October 21, 2009. Committees have guided implementation of the plan in the areas of curriculum and student achievement, the co-curricular learning environment, employee development, and marketing and outreach.

The implementation and progress on these goals is described in the college's separate Diversity Improvement Plan Annual Report, submitted as required to the Maryland Higher Education Commission by September 1st each year.

The college serves a service area with a small minority population. The proportion of the college's credit student body from minority racial/ethnic groups in fall 2014 was 10.9 percent, up from 9.2 percent the year before and above that of the County population (over age 18) of 8.6 percent.

State Plan Goal 4: Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes and completion rates.
This *Innovation* goal includes the application of new and transformative approaches to delivering and evaluating instructional methods and training models to facilitate student success. The State Plan encourages the use of technology in appropriate ways to enhance teaching and learning. The Plan states that by 2018 all public colleges will develop degree pathways with progress benchmarks for each academic major, and require all undergraduates to file a formal degree plan in consultation with their academic advisor.

The college installed Ellucian's student planning module in spring 2014, and all new students are required to meet with an advisor and develop an educational plan. All marketing and admissions materials now feature seven "Areas of Study" with associated educational pathways. Student degree progress will be evaluated at several milestone points. Students are encouraged to consider online or intensive seven-week courses as a way to fit classes into their schedule, and to attend classes in the summer or winter to accelerate their degree progress.

State Plan Goal 5: Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.
This *Economic Growth and Vitality* goal asserts a need for more people in the workforce with recognized credentials, defined as a portable industry certification, occupational license, or postsecondary education certificate or degree. The State Plan specifically mentions science, technology, engineering, and mathematics (STEM) occupations as an area of high need in Maryland.

The college awarded 656 associate degrees in FY2014, 480 in transfer programs and 176 in career programs. It is on pace to meet the goal for degree production established by the state to accomplish the Governor's aim that 55 percent of adult Marylanders hold a college degree in the year 2025. The college's contribution to this statewide goal was set at 9,102 degrees awarded between 2009-10 and 2024-25. As of 2013-14, Carroll Community College students had earned 2,871 associate degrees since 2009-10. With 11 years to go, the college has met 31.5 percent of the total expected by 2025.

The college has a goal of awarding 175 awards in science, technology, engineering, and mathematics (STEM) fields each year. This benchmark was exceeded for the first time in FY2013, when 203 STEM awards were earned. This increased to 222 in FY2014.

State Plan Goal 6: Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.

This *Data Use and Distribution* goal asserts the need for quality data to help inform important policy decisions, gauge program and practice effectiveness, identify areas of excellence and needs for improvement, and develop short-term and long-term plans. Carroll Community College has, over the past 16 years, exhibited an increasing commitment to the use of data in decision-making, program evaluation, student learning outcomes assessment, and accountability to stakeholders. Initiative IV-3 in the college's FY2016 Strategic Plan demonstrates this continuing commitment. The initiative, Process Improvement and Business Intelligence, pledges to implement business intelligence and data governance to support outcomes assessment, efficiency, and data-based decisionmaking across campus at all levels. The college's Data Governance Committee, including members from all areas of the college, coordinates and oversees data definitions, business objects training and applications, data reporting, and decision-support data systems. In addition to the 35 indicators in this mandated Performance Accountability Report, the college established and monitors 60 mission-based Institutional Effectiveness Assessment Measures and 27 enrollment management indicators. Academic and Student Affairs has a comprehensive data-based program review regime in place. Continuing Education and Training hired a director of programs and operational support services with an extensive institutional research background to further its commitment to data-based decisionmaking. Training of division chairs and administrative directors in business objects reporting software is underway to facilitate greater use of data in decisionmaking across campus.

COMMUNITY OUTREACH AND IMPACT

In fulfilling its mission, Carroll Community College is committed to partnerships in support of county economic and workforce development, collaborations with the Carroll County Public Schools, and the presentation of cultural and performing arts events for community enrichment.

The job market for cybersecurity has experienced tremendous expansion in recent years. Many of these jobs require only industry certifications and a professional certificate or an associate degree. To provide students with the tools to prepare for these jobs, the U.S. Department of

Labor awarded a $14.9 million TAACCCT grant to 14 of Maryland's community college to develop credit certificates and degrees in cybersecurity. Throughout this past year, plans have been finalized to begin offering introductory cybersecurity courses at Carroll. The institution's planning process utilized an advisory group of nine cybersecurity professionals who provided insight into the industry and curriculum development advice. The program has been designed to offer "off-ramps" for students completing the certificate versus continuing on to the associate degree. There are also built-in "on-ramps" for students who have prior work-related experience and want to start or continue their education, offering credit for previously earned active certifications. Carroll's model is unique in that it also provides a Cyber Technology Navigator. The Navigator's job is to perform program outreach and assist students with resources and support, and assist them with locating internships, service learning opportunities, and jobs. The content of the courses being developed at Carroll, combined with industry certifications and assistance in locating job opportunities, are based on advice from experts in the field as well as best practices across the state.

The Maryland State Department of Education has awarded grants to Carroll Community College to provide tuition, fees, and books for students who are employed in child care and completing the required coursework in pursuit of a degree in Early Childhood Education, Elementary Education, Family Studies, or Child Development. Through a partnership with PNC Bank, students enrolled in teacher preparation programs received funding to attend a professional development seminar on nature-based classrooms at the Irvine Nature Center. For three days, our students and faculty were immersed in the exploration of nature-based learning curriculum in a beautiful outdoor setting. The faculty in our teacher education programs support local education programs through their in participation in multiple advisory councils: Carroll County Early Childhood Education Consortium, McDaniel College's Advisory Council for Teacher Education, and Carroll County Public School's Education Advisory Council.

Over 200 eighth graders at Shiloh Middle School participated in Ready, Set, Stem, in which a team of faculty and students from the college facilitated hands-on, engaging and fun STEM activities. Becca Sepan, the keynote speaker, is a researcher at the Johns Hopkins University Applied Physics Laboratory. She engaged the students in a discussion about the New Horizon's mission, the Pluto Encounter. The date of the event coincided with the 25th anniversary of the launch of the Hubble Space Telescope.

In fiscal year 2015, Carroll Community College's adult education program provided approximately 150 hours of instruction to thirty male detainees in the Carroll County Detention Center. Funding for this program was provided by a Workforce Innovation and Opportunity Act (WIOA) grant awarded by the Maryland Department of Labor and Licensing Regulations (DLLR). Detainees studied basic academic skills in reading, writing, and mathematics so they could prepare to pass the GED exam and earn a Maryland high school diploma. An adult education instructor met with them for approximately four hours per week for 40 weeks. Once released from the Detention Center, students may attend classes at the Multi-Service Center in Westminster.

Family literacy services are available for Carroll County parents through a partnership with the Carroll County Family Center and the Judy Center at Robert Moton Elementary School. Through the Carroll County Family Center, parents receive parenting, nutritional, and early childhood developmental instruction while studying to take the GED exam or enter the National External Diploma Program. Classes are available in the morning and evening and, while the children engage in educational activities, their parents or caregivers study basic academic skills or improve their English language skills. Over a one-year period, approximately 100 families were served. Classes are free of charge to eligible students thanks to a WIOA grant that is administered by DLLR.

The Criminal Justice Club of Carroll Community College hosted Carroll County law enforcement and public safety agencies at an annual Law Enforcement Appreciation Day. The club recognized officers from all Carroll County agencies for their dedication and service to the community. Members from each law enforcement agency were selected for the appreciation awards. This was the first time that the college's Criminal Justice Club sponsored the event. Friends and family of the recognized officers and community members were invited to join the community celebration.

For the past ten years, Carroll Community College has operated a Volunteer Income Tax Assistance (VITA) program. This program is sponsored by the IRS, who provides software and e-filing support, as well as training materials and resources. In 2015, Carroll Community College's VITA program served more than 400 low- to moderate-income clients. The clients were diverse, with the youngest client being 15 years of age and the oldest 95. In total, clients received more than $450,000 in federal refunds, with over $130,000 attributable to the Earned Income Credit awarded to 74 low-income households. Clients also received state refunds of more than $125,000. In addition to returning more than a half a million dollars to the local economy in the form of refunds, the program saved clients money as all returns were prepared free of charge.

As they have done for years, the college's Visual and Performing Arts Departments presented a variety of productions, concerts, and gallery exhibits throughout 2014-15. The Visual Arts Department, reflecting its belief that educators should strive to not only prepare students for careers but also assist them in developing skills to serve as active participants in their local, national, and global communities, added elements of socially-responsible design into the computer graphics curriculum. Various computer graphics courses provided students with the opportunity to produce pro bono design work for local businesses. Through a consultant team approach, students worked with community partners (real design clients) and, with help from their instructors, created various design elements or full marketing campaigns that captured the essence of the business. While providing students with real-life design experiences, business owners and students investigated various marketing methodologies for business growth and expansion.

The college hosted art exhibitions in a variety of media and styles by students, regional, and nationally celebrated visual artists. A recent exhibit, "A Life in Focus," featured the photography of Phil Grout, who captured the face of humanity as he roamed the back alleys of Saigon, Hong Kong, Japan and the Philippines. Another exhibit, "The Whole Gang," featured a veritable art extravaganza featuring the works from the Carroll Community College's Art Department faculty

from the past 20 years. Nineteen exhibitors made for an abundant and energetic exhibition, diverse in medium, style, and theme, large and small.

Theater productions included such classics as "Inherit the Wind" as well as dramas and comedies by contemporary playwrights. Last year the Theatre Department continued its outreach tradition of producing a children's play. All the money that the department raised at these shows was donated to Carroll's Community College's Child Development Center. Additionally this production toured to all local elementary schools and libraries for free between September and December, reaching thousands of local elementary school children.

The Music Department offered a range of music performances and was led by guest, faculty, and student performers. Last year's performances included the Baltimore Jazz Alliance, Stacey Mastrian, Russel Kirk, Yoshi Horiguchi, and Zane Forshee. Several performers held master classes for our students and community members.

As the examples in this section demonstrate, Carroll Community College acts on its commitments to (1) embrace an increasingly diverse and changing world by encouraging students, faculty, and staff to value diversity, cultivate global awareness, and practice responsible citizenship, and (2) provide cultural and community enrichment through lifelong learning opportunities, creative arts activities, and special events that educate and entertain.

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	59.2%	60.7%	62.1%	63.1%
B.	Students with developmental education needs	81.5%	76.0%	75.7%	75.0%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	28.4%	26.6%	27.5%	25.7%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	181	177	260	218

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	18.6%	19.9%	20.3%	20.1%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	26.5%	26.7%	26.2%	30.5%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	54.7%	52.9%	62.6%	48.8%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	2.4%	2.5%	2.7%	3.1%
	b. Black/African American only	3.5%	3.5%	3.2%	3.7%
	c. American Indian or Alaskan native only	0.3%	0.2%	0.3%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	1.0%	1.0%	1.3%	1.5%
	f. White only	90.3%	90.0%	89.0%	87.9%
	g. Multiple races	0.8%	1.3%	1.5%	2.0%
	h. Foreign/Non-resident alien	0.3%	0.2%	0.2%	0.2%
	i. Unknown/Unreported	1.3%	1.2%	1.8%	1.3%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$10,732	$11,299	$11,253	$12,819
	b. Median income three years after graduation	$51,027	$53,344	$43,991	$49,918

Goal 1: Quality and Effectiveness

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	99%	93%	99%	100%	**95.0%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	67.4%	64.5%	66.0%	68.8%	**75.0%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	62.8%	62.9%	61.2%	65.7%	**65.0%**
	b. College-ready students	62.4%	68.5%	68.3%	77.7%	**65.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	56.8%	58.6%	57.5%	59.4%	**60.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	90.4%	84.7%	85.7%	85.9%	**85.0%**
	b. Developmental completers	91.8%	89.9%	88.6%	85.4%	**85.0%**
	c. Developmental non-completers	42.0%	38.4%	39.4%	31.8%	**Not Applicable**
	d. All students in cohort	79.3%	76.4%	76.4%	73.1%	**75.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	72.1%	72.9%	75.9%	73.4%	**70.0%**
	b. Developmental completers	68.7%	67.3%	67.0%	67.4%	**70.0%**
	c. Developmental non-completers	26.5%	20.5%	25.0%	20.6%	**Not Applicable**
	d. All students in cohort	58.8%	56.6%	58.6%	57.7%	**60.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7	Licensure/certification examination pass rates					
	a. Physical Therapist Assistant	100.0%	95.5%	96.0%	100.0%	**90.0%**
	Number of Candidates	20	22	25	24	
	b. LPN	100.0%	100.0%	100.0%	93.0%	**90.0%**
	Number of Candidates	17	8	5	15	
	c. RN	91.4%	96.3%	87.9%	85.0%	**90.0%**
	Number of Candidates	58	82	91	94	

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8	Percent of expenditures					
	a. Instruction	47.9%	47.6%	49.3%	48.1%	**44.0%**
	b. Academic Support	11.6%	12.0%	11.6%	11.6%	**16.0%**
	c. Student Services	8.6%	8.0%	8.4%	8.5%	**10.0%**
	d. Other	31.9%	32.4%	30.7%	31.9%	**30.0%**

Goal 2: Access and Affordability

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	13,949	13,881	13,191	12,062	**14,800**
	b. Credit students	5,600	5,473	5,476	5,186	**5,500**
	c. Continuing education students	8,969	8,949	8,266	7,366	**9,300**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	47.0%	49.0%	46.4%	46.4%	**50.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	72.9%	73.4%	71.5%	69.1%	**70.0%**

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	60.0%	57.9%	57.9%	58.4%	**55.5%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	3,227	3,405	3,494	3,507	**2,800**
	b. Continuing Education	188	194	192	178	**250**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	150	143	165	163	**180**

		FY 2012	FY 2013	FY 2014	FY2015	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	47.3%	48.5%	49.9%	50.6%	**50.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,983	2,972	3,148	2,706	**3,400**
	b. Annual course enrollments	5,388	5,540	5,884	5,264	**5,700**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	526	502	583	444	**550**
	b. Annual course enrollments	1,046	1,033	1,160	859	**1,000**

Goal 3: Diversity

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	8.2%	8.7%	9.2%	10.9%	**8.0%**
	b. Percent nonwhite service area population, 18 or older	8.0%	8.2%	8.3%	8.6%	**Not Applicable**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19	Percent minorities of full-time faculty	5.4%	3.9%	3.9%	4.0%	**8.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff	10.1%	9.4%	7.6%	9.6%	**10.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	N<50	N<50	N<50	N<50	**75.0%**
	b. Asian, Pacific Islander	N<50	N<50	N<50	N<50	**75.0%**
	c. Hispanic	N<50	N<50	N<50	N<50	**75.0%**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	N<50	N<50	N<50	N<50	**60.0%**
	b. Asian, Pacific Islander	N<50	N<50	N<50	N<50	**60.0%**
	c. Hispanic	N<50	N<50	N<50	N<50	**60.0%**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

Goal 4: Student-Centered Learning

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
23	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	88.4%	87.1%	87.8%	NA	**85.0%**
	b. Mean GPA after first year	2.91	2.89	2.86	NA	**2.80**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	79%	79%	73%	77%	**80.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
25	Associate degrees and credit certificates awarded					
	a. Career degrees	123	139	172	176	**125**
	b. Transfer degrees	411	418	486	480	**375**
	c. Certificates	33	22	29	38	**30**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	59.3%	61.5%	61.7%	64.4%	**60.0%**
	b. Non-recipients	84.6%	88.9%	96.4%	81.8%	**80.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27	Education transfer programs a. Credit enrollment	243	227	212	204	280

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	33	30	39	44	**40**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	83.0%	87.0%	89.7%	95%	**85.0%**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	80.0%	88.9%	92.9%	89%	**90.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	5,641	5,643	4,690	4,345	**5,800**
	b. Annual course enrollments	9,421	8,803	8,221	7,647	**9,000**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	3,623	3,370	3,061	2,857	**4,200**
	b. Annual course enrollments	5,101	4,290	4,365	4,546	**5,500**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	88	85	79	88	**80**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	3,165	3,181	2,597	2,454	**3,500**
	b. Annual course enrollments	5,495	4,588	4,346	3,744	**5,500**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34	Employer satisfaction with contract training	100.0%	93.8%	98.1%	100.0%	**95.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35	STEM programs					
	a. Credit enrollment	1,264	1,309	1,229	1,201	1,300

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	167	167	203	222	**175**

CECIL COLLEGE

MISSION

Cecil College is an inclusive, open-access college committed to academic excellence and service to the greater region. The College provides a supportive learning environment to a diverse body of students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce. Further, Cecil College fosters intellectual, professional, and personal development through lifelong learning opportunities, the arts, and community engagement.

INSTITUTIONAL ASSESSMENT

Cecil College's Strategic Plan provides the foundation of the College's planning activities and serves as the primary guide for the development of funding priorities. The 2015-2020 Strategic Plan is bold, focused and measurable. It includes external data and input from all constituencies to set the College on a path for continuing success.

Various subsidiary plans support the implementation of the Strategic Plan: Academic Programs, Institutional Assessment, Campus Safety and Security, Cultural Diversity, Enrollment Management, Human Resources, and Technology. Each of these subsidiary plans identifies operational objectives to achieve the Strategic Plan initiatives and promotes the efficient use of College resources. Specific objectives include streamlined processes and procedures, improved internal collaboration and a technology-enhanced learning environment. College units review and update plans annually to insure that these planning documents are coordinated with the Strategic Plan initiatives to further institutional effectiveness.

The College's Strategic Plan focuses on student academic achievement and completion, fostering a dynamic learning environment, stimulating resource development that prompts student success, and expanding community alliances.

State Plan Goal 1: Quality and Effectiveness
69.8 percent of spring 2013 non-returning students have been satisfied with their educational goal achievement (indicator 2). Among main reasons for not returning to Cecil College for the next semester, former students cited: transfer to another school (35.1%), financial reasons (27.8%), and employment demands (26.8%).

Cecil College commitment to and support to Maryland State Plan's goal 1 is demonstrated by our accomplishments in fall-to-fall student retention.

The successful completer rate after four years and the graduation rate after four years (indicator 5 and indicator 6) dropped significantly this year because the overall cohort dropped significantly from 765 to 568 due to an increase in concurrent high school students which cannot be counted as part of the first-time cohort according to MHEC, yet the failure rate for the math placement tests continues to be very high, therefore dropping the overall success rate. Successful persistence rates are described as first-time fall cohort students who attempted 18 or more credit

hours during their first two years and either graduated, or transferred, or earned at least 30 credit hours with a cumulative grade point average of 2.0 or above, or are still enrolled at the College four years after the initial entry.

Cecil College recently began a number of new pilot interventions to improve student persistence and completion. These include:
- Blended, college-level English classes made up of ½ Developmental Education students and ½ college level students. All of the students selected for these classes are "at risk" students. These classes are supported by a full-time faculty instructor and a full-time faculty member as an in-class tutor. The blended English courses include and additional (mandatory) lab for developmental students. The lab is optional for college-level students.
- A second English experiment provides both a full-time instructor and one adjunct faculty member serving as a tutor to support to college-level English classes. All of the students selected for these classes are "at risk" students. These sections also have optional tutorials after class once a week.
- Our Developmental Math courses follow the Emporium Model (three levels of developmental math: pre-algebra, elementary algebra and intermediate algebra in one classroom class). This allows students to complete more than one class in a semester.
- We have modified our approach to include one instructor and two peer tutors embedded in each of the Developmental Math courses. This provides an instructor or tutor for students at each level of the class. All of the students selected for these classes are "at risk" students.

The results of these experiments have shown that the students are persisting at a higher rate and are achieving better grades than the control groups of students in standard classes. Given these results Cecil College is incorporating a number of blended English sections and English sections with two instructors into our standard schedule

The college has also migrated its Emporium Model developmental math classes from Pearson's MyMatLab to the Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system (ALEKS). The College decided to make this change after conducting a pilot study with ALEKS. The results of this study indicated that the students were better able to comprehend the materials presented through the ALEKS system. The College is currently tracking the students' progress and will summarize the results at the end of the 2016 AY.

The college is also making a major effort of reviewing retention practices to develop and expand strategies that would improve persistence rates. The College appointed a Student Advocate as part of the pilot in developmental courses and first semester college courses. Presently, the Advocate is solely dedicated to breaking down barriers to completion for the students in the experimental classes described above. More than 35% of the students in these classes have worked with the Student Advocate. The College has established new Early Warning System for academic monitoring, whereby students are contacted at several points each semester to determine their academic progress. Assistance is provided to students through tutoring, academic workshops, and general assistance in resolving academic issues.

The Student Advocate's role is has proven to be critical to the success of many students in this program. During the 2015 AY, the Advocate made over a thousand contacts with 240 students. The Advocate was able to help students overcome barriers to completion that included: Potential Eviction; Child Care; Financial Aid, Housing, and transportation issues. Additionally, the Advocate mentored students with math anxiety and worked with others to help them with time management and study skills.

Given the success of the Student Advocate position, the College has decided to continue this position for the foreseeable future.

However, economic conditions are still affecting persistence rates for Cecil College students. Many part-time students have needed to return to the workplace full-time or pursue a second job. 57.4 percent of Cecil College students work more than 20 hours per week (indicator F). To assist students in achieving their academic goals all new students are required to complete a degree pathway plan, meet with an advisor each semester, and subsequently, their academic progress is monitored during three critical points each semester. Further, advisors actively seek out near-completers and work with these students to develop a degree completion plan.

In addition to keeping the College's tuition and fees, as compared to the average tuition at Maryland public four-year institutions, at a low level, 38.0 percent (indicator 15), the Cecil College Foundation affected enrollment and affordability by providing scholarships to our students. In fiscal year 2014, the foundation awarded 187 students $213K in scholarships. The foundation also worked with students services to pilot a scholarship initiative for new and returning students who had unmet financial need. This program provided $20,000 in scholarship aid for students whose financial aid was underfunded or would not be available in time for the fall semester. Additionally, the financial aid office increased their efforts to make aid available to more students. In fiscal year 2014, 52.8 percent of Cecil College students have received loans, scholarships, and/or need based financial aid (indicator E). This represents a 6.5 percent increase over the last four years. These efforts are ongoing. In addition to scholarship support, the Cecil College Foundation also provided $144,000 in program support (i.e., supplies and equipment) to Cecil College. These dollars positively affect the cost of tuition by reducing expenses in the college's operating budget.

State Plan Goal 2 – Access, Affordability, and Completion
The College has implemented strategies to work with Cecil County Public Schools to enroll a larger market share of recent high school graduates. Included in these measures are the transition of STEM students, the availability of more programs directly aligned with technical programs offered in high school (i.e., visual communications, criminal justice, etc.), and more robust efforts in-school recruitment initiatives

Cecil College has strategized to promote access and affordability for high school students. Historically, the baccalaureate attainment rates of Cecil County citizens have fallen well below the state average. The goal is to align students with career paths and degree pathway prior to high school graduation. The College offers courses on-site in area high schools so they can complete college coursework in addition to high school courses. In part, this is made possible through the College Bound Tuition Reduction Program. This program provides a fifty percent

tuition scholarship for all qualified Cecil County public high schools, Tri-State Christian Academy, and Tome School students to attend Cecil College while still in high school. Most recently additional scholarship dollars were made available to defray the tuition rates for science and engineering students by sixty-six percent. Students can complete 6-12 college credits per academic year during their junior and senior years at a discounted rate. This program has been a great success with 12-15 percent of the senior class participating annually. Most importantly, these students can start college, after graduation, having completed 6-24 credits towards a degree.

The College also works with the public schools to ensure that the high school curriculum in: 1. Arts and Communications, 2. Business, Finance and Marketing, 3. Health and Human Services, and 4. Science, Engineering and Technology are aligned with Cecil College programs. Additionally, every effort is made to assure the coursework completed through the On-Site and College Bound programs is applied to degree requirements, so students can economize on the time and cost of a degree. In the areas of math, science and engineering, high school curriculum includes college coursework in the senior year. These collaborative initiatives have consistently prioritized the need to orient high school students to college during their secondary education and encouraged early enrollment through financial incentives and convenience. Because of these strategies, Cecil College's market share of Cecil County residents enrolled first-time full-time in Maryland colleges or universities who were attending the College was 62.7% in fall 2014 (indicator 10).

More significantly, the College enrolls almost nine out of ten (85.9 percent) part-time undergraduate students from the service area (indicator 11). The College dominates the market for part-time students.

The College has experienced significant growth in student enrollment in online credit courses. Student enrollment in online credit classes has increased from 2,425 in fiscal year 2011 to 2,718 in fiscal year 2014, a 12.1 percent increase (indicator 13a). Enrollment in noncredit online courses for fiscal year 2014) continues to be lower than in fiscal year 2011 (indicator 13b). The low enrollment in non-credit online courses has its explanation in the fact that, for a number of years, online courses were the focus of the non-credit leadership team as a means to add new programming options in the area of workforce training. At that time, enrollment numbers were at the highest; however, our students were not achieving the level of success with these courses that aligned with our goal of helping students to improve their skills to either secure new employment or advance in their current positions. Online offerings in non-credit workforce education are now used to supplement primarily in areas that are not offered in the classroom. These programs, such as high level computer certifications as well as industrial certifications, are significantly more expensive than earlier offerings; therefore, registrations have dropped. However, new vendors are joining the market in non-credit online programming, and the leadership team is always looking to expand opportunities.

The academic performance of Cecil College students at institutions of transfer (measured by GPA after first year) is quite impressive (indicator 23a), 92.6 percent of Cecil transfers to four-year institutions maintained a cumulative GPA of 2.0 or above after their first year. The mean

GPA of Cecil College transfers after first year at transfer institutions is 3.04 in academic year 2012-2013 (an important increase over academic year 2009-2010, indicator 23b).
The College is committed to the State Plan Goal 2 through its efforts to increase the number of associate degrees and credit certificates awarded each year. The number of associate degrees awarded in career degree programs increased by 10.6 percent from fiscal year 2011 to fiscal year 2014 (indicator 25a). The number of associate degrees awarded for transfer degree programs grew over the last four years by 24.1 percent (indicator 25b). The number of certificates awarded also grew by 96.7 percent over the last four years (indicator 25c). While many of our students plan to transfer credits acquired at Cecil College to a four-year institution, the College is actively encouraging students to complete their two-year degree at the College.

Indicator 26a data shows a 5.4 percent decrease in fall-to-fall retention for Pell grant recipients for fall 2013 cohort as compared to fall 2010 cohort. There was a 1.4 percent increase in retention for fall the 2013 cohort as compared to fall 2010 cohort for non-Pell grant recipients (indicator 26b). It is important to mention that the percent of Cecil College credit students receiving Pell grants grew from 26.4 percent in fiscal year 2011 to 29.6 percent in fiscal year 2013 (indicator E). In addition, the percent of our credit students receiving loans, scholarships, and need-based financial aid grew from 46.3 percent to 52.8 percent over the same period (indicator E).

State Plan Goal 3 – Diversity
The number of minority students at Cecil College continues to increase. There has been a consistent increase in the enrollment pattern for eight years, with minority students representing 18.5 percent in fall 2014 student population (indicator 18a). This is the highest percent of minority students ever at Cecil College. Additionally, the percentage of non-white enrollment at Cecil College exceeds the proportion of minorities as a percent of the total Cecil County population (indicator 18b). The percentage of minority enrollment continues to outpace the county population and public school non-white enrollment. Cecil College is fundamentally committed to increasing minority students at Cecil College. Actions related to this commitment have been documented in the Cultural Diversity Plan.

As a part of the efforts to increase enrollment of minority students, the College will continue to focus on closing the minority achievement gap. The College has launched a minority retention initiative that is threaded with multiple strategies to engage and retain minority students. These activities include: an Academic/Multicultural Student Union Advisor; hosting of academic success seminars to share study tips; test-taking techniques; as well as goal setting and time management skills. A multicultural student ambassador program has been established for students of color who have a 2.5 GPA or above. These students are paired with entering freshmen and act as a peer resource throughout the academic year. A multicultural mentoring program where minority staff members advise minority students has also been established. These mentors assist students with overcoming barriers to education. Thereby, helping them stay enrolled. Over the past year Cecil College launched a program for men of color in their senior year of high school. These high school students are mentored by men of color who work at the College throughout their senior year. Based on the 2014 success of this initiative a similar program was introduced in spring 2015 for young women. Outcomes of this program will be evaluated during the upcoming academic year.

The College posts full-time faculty openings with the placement offices of predominantly African American universities in an effort to target minority candidates. The College has also joined the Mid-Atlantic Higher Education Recruitment Consortium, an organization dedicated to the recruitment and retention of minority faculty. The percentage of full-time minority faculty employed at the College (indicator 19) has increased from 11.0 percent in fall 2011 to 13.5 percent in fall 2014.

State Plan Goal 4 – Innovation
The College also piloted an experiment with integrating students from the highest level of development English into college level courses. The initial results are very encouraging in that every student that was moved up from a developmental level passed college level English. We will continue this experiment of the next academic year. If the results continue to be positive; we will seriously consider reducing the English developmental sequence to two courses.

In fall 2014, Introductory Statistics courses were realigned; changing the design from lecture to a problem solving competency based course. The implementation of PARCC and Common Core standards will likely continue to drive a shift to this "flipped classroom" concept. Thus, the predominance of our classes will evolve toward more problem solving and less lecture centric.

The College has moved two courses to Open Resource materials and is encouraging the faculty members to convert more classes and four courses have recently received Quality Matters Certification.

The College is firmly committed to advancing the use of innovative technology in the learning environment. Evidence of this commitment was made clear when the 2015-2020 Strategic Plan was developed and included strategic initiative 2.1 which stated "expand the use of innovative and emerging technologies to enrich the learning environment and improve administrative effectiveness".

The College has invested significant financial resources in upgrading our technology systems to include, security systems, internet services, phone systems, as well as latest in classroom technology, and software. The investment was to ensure that greater access and reliability was prevalent as learning options were expanded.

The Institutional Technology Advisory Committee is being launched in the fall 2015 to broaden faculty and staff input in the purchase and use of hardware and software that enriches the learning environment. This committee will support faculty members in understanding new functionality and in developing ways to use technology to enhance teaching and student learning. Resources are available to help faculty members explore innovative teaching approaches through workshops, seminars and faculty development.

State Plan Goal 5 - Economic Growth and Vitality
As the county's only institution of higher education, Cecil College is integral to the growth and vitality of the county and region. In its commitment to 2013 Maryland State Plan for Postsecondary Education, Cecil College continues to closely monitor all available existing

qualified worker shortage areas and emerging high-demand occupational fields and industries. The Graduate Follow-Up survey with Cecil College 2011 graduates illustrates how Cecil College is aligning with regional employers to satisfy workforce needs in northeastern Maryland.

88.2 percent of full-time employed career program graduates in fiscal year 2011 are working in a field related to their community college field of study. This is a 13 percent growth from the previous Graduate Follow-up survey conducted on 2008 graduates (indicator 28). 93 percent of fiscal year 2011 Cecil College graduates are satisfied or very satisfied with the way the College has prepared them for employment (indicator 29).

Annual headcount enrollment in continuing professional education leading to government or industry-required certification or licensure decreased by 5.3 percent from fiscal year 2011 to fiscal year 2014 (indicator 31a). The overall growth in the delivery of workforce education and training was negatively impacted as one major component of the program, Job Start, was eliminated in fiscal year 2014 due to lack of grant funding.

The number of businesses provided with training increased by 30.0 percent from fiscal year 2011 to fiscal year 2014 (indicator 32), while the unduplicated headcount and annual course enrollments in noncredit contract training decreased by 43.3 percent in fiscal year 2014 as compared to fiscal year 2014 (indicator 33a). The annual course enrollments in contract training courses show a 41.0 percent decrease in fiscal year 2014, as compared to fiscal year 2011 (indicator 33b).

Employer satisfaction with non-credit contract training provided by the College has always been excellent (indicator 34). In fiscal year 2014, 100 percent of the surveyed clients expressed satisfaction with the services provided.

The number of participants in noncredit community service and lifelong learning courses at the College have remained at the same level in fiscal year 2014 as compared to fiscal year 2011 (indicator 16). Growth in this area is very vulnerable to take downturns based on the economy; however, programming adjustments and changes in delivery methods have enabled this to be a strong area for the Division.

Noncredit headcount enrollments in basic skills and literacy is an indicator that varies from year to year based on community demand, as well as funds available to provide course offerings (indicator 17). In fiscal year 2014, there was a 18.0% decrease in enrollment in continuing education basic skills and literacy courses as compared to fiscal year 2011 (indicator 17a).

Cecil College methodically monitors Science, Technology, Engineering, and Mathematics (STEM) programs enrollment and graduation rates. Indicator 35a shows a 56.3 percent growth in fall 2014, as compared to fall 2011, in the unduplicated number of credit students enrolled in STEM programs. The number of credit degrees and certificate awarded in STEM programs is more than four times higher in fiscal year 2014 as compared to fiscal year 2011 and is at its highest level ever (indicator 35b).

State Plan Goal 6 – Data Use and Distribution
The following examples identify specific actions that were taken to improve the College's efforts in this area.

- The College has established a Data Stewards Committee, a college-wide committee to review data processes, standards and integrity checks. This group recommends standards of practice and policy considerations to the College Management Team and the president's staff. This approach has facilitated the standardization of data requests, data definitions, and institutional practices overseeing data extraction.
- A Data Committee was formed in February 2011 under the direction of the Dean of Academic Programs. The committee's primary mission is tracking student completion and success and places special emphasis on collecting data on the progress of developmental education students in subsequent coursework. The results caused us to re-evaluate our developmental courses, revise college English courses, pilot and subsequently implement a math boot camp, obtain a $77K grant used to implement a Summer Bridge Program and obtain a $59K grant to implement additional experiments in developmental and college level English and math courses.
- Enrollment data is generated through Student Services and Institutional Effectiveness and is used to redirect outreach efforts. For example, in the fall 2014 the enrollment of out-of-district students declined. An analysis of this trend was correlated with a decline in specific programs of study that are unique to the region and was addressed in the *Strategic Enrollment Management Plan*. The College strategically heightened student awareness of specific programs and out-of-district student enrollment increased 25% in fall 2015.
- An analysis of student transfer rates showed that Cecil College rates were lower than the state average, which could in part be attributed to the number of students who transferred to out-of-state institutions and were not captured in state databases. A goal was embedded in the Strategic Enrollment Management Plan to address the transfer rate of these students. Consequently, the National Student Clearinghouse was utilized to collect data on Cecil College students who transferred to four-year institutions from academic years 2010-2011, 2011-2012, and 2012-2013, and it indicated that 1,682 students had successfully transferred to other colleges and universities.

As of the 2016 AY, the College is embarking on a major data collection effort that will included all student related data for the 2010 AY through 2014 AY cohorts. Once collected, this data will be analyzed and used to set priorities of action for completing the goals set out in the College's 2015-2020 Strategic Plan

Institutional Response
Annual enrollment in online continuing education courses (Indicator 13b).

Commission Assessment: Despite decreases in enrollment in online continuing education courses between FY 2011 and FY 2013, the College has established benchmarks calling for significant increases by FY 2015. Please discuss specific strategies the College will employ to reach this benchmark.

Strategies to increase enrollment in Lifelong Learning courses

- Increase marketing with course books and fliers at senior centers, senior apartments, adult living communities and local libraries.
- Marketing to online homeschool support groups and local homeschool associations regarding our programs
- Marketing online courses to followers and friends on Facebook and Twitter.

Strategies to increase enrollment in Workforce Development courses
- Create a task force with credit, other colleges, online students and even our business contacts would be helpful.
- Mobile accessibility for registration and marketing via social media if that is our audience.
- Collaborate with SWN about WIA finding programs
- Increase contact marketing to past users
- 3 new credit certificates programs through UGotClass will be advertised in the upcoming course schedule
- Include a description of online classes to create interest in the programs and add these to the course schedule
- Specific online classes will be advertised on the electronic signs.
- A strategy has been discussed concerning moving all online classes that are currently in the course schedule to a designated location that will provide a specific presence for those seeking online training.

STEM credit awards (Indicator 35a.)
Commission Assessment: The College has demonstrated 30 percent growth in credit enrollments for STEM programs since FY2010 and has exceeded its benchmark goal. Please discuss the factors underlying this increase and whether the College expects these trends to continue in the future.
Since FY2010 the College launched a comprehensive outreach and public awareness campaign to build a robust pipeline of students interested in STEM programs. A series of programs were launched to work with students in grades 4 to 12. This range of grade levels was selected to impact not only immediate college plans but also the selection of STEM coursework in middle and secondary school years. This initiative was built to positively impact STEM enrollment for a ten year period. Since 2012 the College offers STEM programming for 650-850 elementary, 900-975 middle, and 150-200 high school students each year. Additionally, as of fall 2015 Cecil College is hosting Frostburg State University on our campus to deliver a bachelor's of science degree in engineering. This partnership was undertaken to ensure that STEM education was accessible through the baccalaureate level. It is anticipated that based on these strategies STEM enrollments will continue to grow but at a slightly lower rate.

COMMUNITY OUTREACH AND IMPACT

Cecil College serves Cecil County through a wide variety of programming and outreach activities. The Career and Community Education (CCE) division serves as the hub for such activities through its business training and education services, family and youth programming, and literacy and adult education initiatives. The CCE team has a single mission of making the

communities it serves the best place to live, learn, and work. The credit area and student services also offer a number of programs to partner with area schools.

All five public high schools host Cecil College faculty on premise to make college coursework more accessible to their students. Annually 125-150 high school students complete these college courses. An additional 82 students, representing all 5 high schools, received a senior waiver and come to the campus to complete coursework. In total 245 students benefitted from the 50% tuition reduction option. Further, the College offers more than 35 different programs for high schools students to assist with the transition from high school to college. Annually 850 students participate in these programs.

CCE strives to meet the region's workforce and economic development needs through noncredit career preparation courses for the emerging workforce, as well as ongoing continuing education and professional licensure/certification for incumbent employees. Support for our students in career track programs continues to be multi-faceted. CCE has continued emphasis on middle skilled jobs requiring career and technical training beyond secondary education.

When looking at the workforce training area, CCE is continuously striving to increase the breadth of opportunities for county residents as they prepare to secure employment in the local region. Training in a wide range of health care careers along with our Tractor Trailer Driver preparation have been hallmarks of the College's offerings for over a decade. Beginning in 2010, leadership focused on expanding options into other skilled trade areas such as HVAC/R technician, Auto Repair Technician, and Certified Welder. These programs are frequently aligned with the Cecil County Public Schools to either supplement their CTE course work or in some cases to replicate it in order to serve students that were not accepted into the CCPS School of Technology's programs. Additionally, enrollment opportunities were increased in animal care professions. As with all new offerings, the first years have shown gradual growth; however, the progress is promising.

Contract training delivery in Cecil County continues to remain basically flat. Retention is solid for those organizations such as the County Government, yet there has been no increase in the availability of training funds, and incumbent worker training remains a low priority for most local organizations. The fiscal year of 2013 did include the ongoing project related to delivering the 24 credit hour Certificate in Government Contracting through a contractual arrangement with the Department of Veterans Affairs. Concerns about the possible federal sequestration in the next year were already impacting enrollments in this program in the latter parts of fiscal year 2013.

Strong relationships with our local Workforce Investment Board, Department of Social Services, and regional businesses have resulted in new channels for serving the residents of Cecil County and the region as a whole. Ongoing development of continuing education workforce development certificates resulted in a significant number of students becoming more competitive when seeking to enter, re-enter, or change careers. In FY 2013, the Division concluded its coordination of the year-round youth program utilizing Jobs for the Futures' Breaking Through model of contextualized learning and wraparound services. Support services included tutoring as well as work readiness assistance with resumes, job search, and interviewing.

On the community education front, lifelong learning programs continue to adapt, and when appropriate, expand in such areas as summer programs, homeschool classes, and senior programming. Work was started in fiscal year 2013 to revamp the College's summer camp program, and the expansion of our science camp program has continued to yield increasing numbers of participants. Accreditation of Cecil College's new Summers @ Cecil program was sought and earned from the American Camp Association after a successful review of all policies, procedures, and facilities. A cost containment strategy to close the College on Saturday did result in a significant reduction in Motorcycle Safety program enrollments; however Driver Education enrollment continued to grow in the 2013 fiscal year. Additionally, changes to the Senior Network system for Maryland residents ages 60+ were implemented during the 2013 fiscal year with the anticipation that Senior Network membership will be reduced but enrollments at the individual class level will be increased.

Cecil College's Adult Education program did receive additional performance based funding. These funds were used in FY13 to support additional class sites and sections to reduce wait lists for potential students. Work to begin the transition of the GED test to computer based continued as did the College's preparations to become a Pearson Vue testing center in support of GED test takers. A part-time transition coordinator was brought on staff to focus on connecting GED graduates with the next step in their educational ladder that might include registration in either a credit or occupational training program.

COST CONTAINMENT

Cost containment efforts are routinely identified within all divisions of Cecil College. During the annual budget development process, departments and divisions identify and report cost containment initiatives for the upcoming year. Throughout the fiscal year, actual cost savings that reduce operating expenses or reduce waste are tracked and reported to Financial Services along with operating improvements that result in greater efficiency. In addition, purchasing initiatives such as competitive bidding and use of State or County negotiated contracts enhance the College's use of financial resources.

One-time or temporary actions:

Demand response agreement with Enernoc	$ 47,392
Permanent actions:	
Elimination of North Street phone system	$ 7,113
Annual software maintenance savings	$ 7,000
Academic Program software substitution	$ 2,875
Telephone monthly service charges	$ 22,768
Part-time staff reduction in hours	$ 69,000
Tuition waivers	$ 47,950
Maintenance and repairs	$ 48,950
Insurance premium reduction	$ 34,198
Contracted services in Academic Programs	$ 7,000
Total of cost containment efforts	$294,246

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	65.9%	66.4%	66.6%	60.3%
B.	Students with developmental education needs	44.8%	50.5%	59.5%	55.0%

		Spring 2010	Spring 2011	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	50.5%	33.9%	33.4%	33.0%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	74	58	52	55

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	26.4%	27.7%	29.4%	29.6%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	46.3%	51.6%	53.2%	52.8%

		Spring 2010	Spring 2011	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	49%	59.7%	53.3%	57.4%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	3.1%	4.0%	4.3%	5.1%
	b. Black/African American only	8.9%	9.6%	9.1%	9.1%
	c. American Indian or Alaskan native only	0.5%	0.7%	0.6%	0.5%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	0.9%	1.1%	1.1%	1.3%
	f. White only	85.0%	81.4%	81.9%	80.8%
	g. Multiple races	1.3%	2.5%	2.5%	2.5%
	h. Foreign/Non-resident alien	0.1%	0.2%	0.2%	0.6%
	i. Unknown/Unreported	0.1%	0.4%	0.2%	0.1%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$17,086	$14,514	$14,511	$10,674
	b. Median income three years after graduation	$44,991	$45,117	$38,840	$35,411

Goal 1: Quality and Effectiveness

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	97.0%	100.0%	100.0%	98.0%	**95.0%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	71.0%	n/a	68.1%	69.8%	**75.0%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	43.9%	53.5%	48.4%	50.2%	**55.0%**
	b. College-ready students	45.5%	47.3%	45.4%	41.7%	**55.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	34.1%	40.3%	38.2%	35.4%	**39.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	55.7%	77.7%	73.0%	52.4%	**85.0%**
	b. Developmental completers	67.7%	57.1%	54.8%	53.6%	**85.0%**
	c. Developmental non-completers	29.0%	32.3%	34.2%	22.0%	**n/a**
	d. All students in cohort	47.5%	54.3%	54.4%	40.5%	**75.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	44.3%	68.5%	63.2%	44.0%	**70.0%**
	b. Developmental completers	58.3%	42.9%	48.4%	42.9%	**70.0%**
	c. Developmental non-completers	21.9%	23.2%	21.7%	14.4%	**n/a**
	d. All students in cohort	38.5%	43.5%	44.7%	31.7%	**60.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7	Licensure/certification examination pass rates					
	a. National Council of Nursing (NCLEX-RN)	98.0%	86.0%	95.4%	83.7%	**85.0%**
	Number of Candidates	42	57	43	43	
	b. Licensed Practical Nurse	100.0%	100.0%	100.0%	100.0%	**85.0%**
	Number of Candidates	10	1	6	6	
	c. Commercial Truck Driver	98.0%	98.0%	100.0%	98.4%	**n/a**
	Number of Candidates	33	41	47	62	

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8	Percent of expenditures					
	a. Instruction	41.0%	42.9%	41.5%	41.9%	**45.0%**
	b. Academic Support	10.0%	9.7%	10.3%	10.0%	**11.0%**
	c. Student Services	12.0%	12.5%	12.6%	13.1%	**10.0%**
	d. Other	37.0%	34.9%	35.6%	35.0%	**34.0%**

Goal 2: Access and Affordability

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	7,862	8,168	7,816	6,777	**8,800**
	b. Credit students	3,275	3,470	3,551	3,376	**3,700**
	c. Continuing education students	4,827	4,950	4,512	3,594	**5,100**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	61.7%	60.5%	57.7%	62.7%	**60.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	87.4%	85.8%	86.2%	85.9%	**90.0%**

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	69.2%	69.4%	71.3%	71.6%	**70.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	2,425	2,697	2,866	2718	**2,400**
	b. Continuing Education	147	103	88	114	**200**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	160	145	115	152	**128**

		FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	38.7%	38.3%	37.3%	38.0	**48.0%**

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,393	2,514	2,304	2,366	**2,350**
	b. Annual course enrollments	4,023	4,336	3,836	3,766	**4,800**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	610	557	512	500	**750**
	b. Annual course enrollments	1,023	925	894	1061	**1,100**

Goal 3: Diversity

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	13.3%	18.2%	17.8%	18.5%	**15.0%**
	b. Percent nonwhite service area population, 18 or older	11.0%	11.1%	11.7%	12.1%	**n/a**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19	Percent minorities of full-time faculty	11.0%	11.0%	14.0%	13.5%	**10.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff	10.0%	12.0%	12.0%	12.9%	**12.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	n<50	n<50	n<50	n<50	**n/a**
	b. Asian, Pacific Islander	n<50	n<50	n<50	n<50	**n/a**
	c. Hispanic	n<50	n<50	n<50	n<50	**n/a**

Note: Not reported for groups with < 50 students in the cohort for analysis.

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	n<50	n<50	n<50	n<50	**n/a**
	b. Asian, Pacific Islander	n<50	n<50	n<50	n<50	**n/a**
	c. Hispanic	n<50	n<50	n<50	n<50	**n/a**

Note: Not reported for groups with < 50 students in the cohort for analysis.

Goal 4: Student-Centered Learning

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
23	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	90.8%	85.6%	92.6%	N/A	**85.0%**
	b. Mean GPA after first year	3.03	2.86	3.04	N/A	**2.75**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24	Graduate satisfaction with preparation for transfer	78.0%	87.0%	85.0%	93.0%	**85.0%**

Note: Response categories changed starting in 2008.

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
25	Associate degrees and credit certificates awarded					
	a. Career degrees	141	116	106	156	**125**
	b. Transfer degrees	108	128	113	134	**110**
	c. Certificates	61	63	108	120	**100**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	45.4%	51.4%	42.8%	40.0%	**55.0%**
	b. Non-recipients	51.1%	52.0%	49.7%	52.5%	**55.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27	Education transfer programs					
	a. Credit enrollment	98	148	136	152	**105**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	6	17	10	17	**10**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	77.0%	88.0%	75.0%	88.2%	**80.0%**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29	Graduate satisfaction with job preparation	75.0%	91.0%	93.0%	93.0%	**90.0%**
	Note: Response categories changed starting in 2008.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	2,078	2,108	1,858	853	**2,500**
	b. Annual course enrollments	5,011	4,473	4,175	2193	**4,500**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,320	1,369	1,150	1,250	**2,200**
	b. Annual course enrollments	2,202	2,179	2,369	2,105	**2,500**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	10	16	18	13	**20**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	457	460	372	259	**800**
	b. Annual course enrollments	1,025	818	663	605	**1,000**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34	Employer satisfaction with contract training	100.0%	94.0%	100.0%	100.0%	**95.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35	STEM programs					
	a. Credit enrollment	144	223	214	225	**200**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	4	13	20	17	**10**

CHESAPEAKE COLLEGE

MISSION

Chesapeake College's core commitment is to prepare students from diverse communities to excel in further education and employment in a global society. We put students first, offering transformative educational experiences. Our programs and services are comprehensive, responsive and affordable. The college is a catalyst for regional economic development and sustainability and a center for personal enrichment and the arts.

INSTITUTIONAL ASSESSMENT

Chesapeake College is a comprehensive public two-year regional community college serving the educational needs of the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot counties on Maryland's Eastern Shore. The college's core commitment is to prepare students from diverse communities to excel in further education and employment in a global society.

The college's current student population includes both full-time and part-time, traditional age, and returning adults, with approximately 68% of students attending part-time. In fall 2014, 68% of credit students were enrolled part-time; 51% were first-generation (neither parent attended college); and 24% were of a racial or ethnic minority. In fiscal year 2013-14 (FY2014), 37% of students received a Pell grant and 51% received some sort of financial aid. The College served 9,160 unique credit and continuing education students in FY2015.

The college offers a large selection of credit and continuing education classes designed to help students prepare for transfer to upper level institutions, immediate entry into a career, or enhancing work-related skills. Beyond the curricula, the college offers many opportunities for further academic, social, personal, cultural, and athletic development through a rich variety of extracurricular and co-curricular activities.

Aligned with Maryland Ready, the 2013 Maryland State Plan for Postsecondary Education, Chesapeake College presents its analysis of the most recent institutional performance, community outreach initiatives and cost containment measures. Chesapeake College recently underwent an accreditation review by the Middle States Commission on Higher Education. In June 2015, the Commission reaffirmed accreditation through 2015. The site visit team in its summary report cited the college for multiple factors and expressed only one concern. Many of the Middle States comments relate to the State Plan and are reported accordingly.

Maryland Ready Goal 1: Quality and Effectiveness: "Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the state and the nation."

The Middle State Accreditation team cited the following varied aspects of Chesapeake College's quality and effectiveness it its summary report. "The college is to be commended for crafting a mission statement that describes the unique identity of the institution. The divisional and cross

divisional plans are well integrated into the financial planning process and operating platforms. Developmental Impact on Campus: model programs (SAIL, FOCUS) based in research, were developed to support student success with thoughtful curricular development, integration of support services including intrusive advising, embedded and on-call tutoring, and resourceful use of grant funding. Chesapeake College has engaged, energetic, and dedicated faculty who work to meet their students' needs and the college's needs at the same time. The Faculty Orientation Program provides new full-time faculty with teaching techniques and support as they pursue teaching excellence."

Measures tracking student performance and advancement progression are mixed. For allied health students, passing licensing/certification examinations upon program completion is a significant achievement. Chesapeake College graduates perform exceptionally well on those exams -- in FY2014, 92% of first-time test takers passed their exam and for four of the seven program tests, 100% of passed on their first attempt. Other measures that monitor student progress have slipped recently. Performance indicators relating to the Maryland Degree Progress Model that track freshmen cohorts over four years are mixed. Four of the seven overall measures for the fall 2010 cohort are at or above the benchmark levels for the 2011 cohort although even those rates declined of late. One indicator of progress – the graduation /transfer rate – is above the 2011 cohort target for all reported groups. However, the more comprehensive successful-persister rate exceed the target for only one of the three groups. Further analysis showed that the gap was due to smaller shares of students still enrolled after four years, a function of declining enrollments recently. Additionally, the performance of students with developmental needs regularly lags that of college-ready peers.

Despite the myriad of student support initiatives, the earliest measures of student progress –fall-to-fall retention rates –are below historical highs achieved a few years earlier and are generally well below the for the fall 2014 cohort ultimate benchmark. In particular, developmental student retention fell below 50% for each of the last three years, a great concern to the College. A full developmental coursework re-design was implemented in 2012 and revisions and changes have continued since. A great deal of thought and attention has been given to streamlining the process without sacrificing time spent developing specific skills. Some new initiatives are starting in fall 2015. This year, to intervene before students get behind, the faculty in developmental courses will personally contact students who begin missing classes. Additionally, developmental math course offerings were re-designed to provide more personal attention to students at the lowest level. And the requirements for advancing in the two modularized courses have been tweaked. Developmental English students will now complete a first and last day diagnostic test to monitor improvement. Additional reading passages have been added to the curriculum.

Maryland Ready Goal 2: Access and Affordability: "Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability and completion."

Chesapeake's location is unique among Maryland institutions. It is the only college to serve a five-county region, which comprises 19% of the state's land mass (the largest of any community college), but only 3% of the population. With such a large and rural region, transportation to campus can be problematic. Some communities within the region are up to a one and one-half

hour drive from campus. Additionally, anecdotal student reports indicate that a sizable proportion do not have access to broadband Internet. Stuck with the dial-up connectivity if any, their accessibility is severely limited for College classes and impedes successful progress in an educational environment that is increasingly more reliant on technology.

Annual credit headcount peaked in FY2011 during the height of the last recession; it declined by 22% in the next four years, through FY2015. The decline is due to two external factors – a decline in the number of high school graduates and the economic recovery. Both trends are expected to continue for at least the next two years, exerting downward pressure on enrollment.

The Middle State Accreditation team cited the following significant accomplishments, significant progress, or exemplary/innovative practice of Chesapeake College's access and affordability it its summary report. "After multiple years of state-wide declines in community college enrollment, Chesapeake has responded decisively with an innovative and cross-divisional Enrollment Management Plan. After pilot-testing high school initiatives related to developmental courses and determining that student participation had a positive impact on retention, the institution plans to expand the program. Although the institution continues to face challenges with declining enrollment, utilizing ongoing assessment, the College provides comprehensive support systems for students to assist them with a wide variety of focused programs designed to help them achieve personal and academic goals. Consistent with the College's mission to prepare a diverse group of students for academic success, the college recognizes barriers to success faced by incoming and returning students. The College has directed significant fiscal and personnel resources to providing comprehensive support for students from the time they enroll until after they graduate."

The site visit team added "The enrollments at Chesapeake College have fluctuated significantly over the last several years which when coupled with little to no increases in public support have contributed to fiscal constraints common in many community colleges. Given the changing landscape of enrollment management, historical decline in the economy, shrinking high school populations in the College service area and dramatic changes in Federal Financial Aid, the leadership at the College has taken appropriate steps to address concerns about future enrollment. They are well aware of the significant challenge associated with the declining enrollment and maintaining long-term financial viability while attempting to accomplish the very aggressive initiatives of the revised Enrollment Management Plan. The College has formulated an enrollment management plan that seeks to diversify college offerings so as to enhance enrollments through a focused program of "dual enrollment" in high schools and a focused effort to recruit more adult students."

Ensuring affordability, Chesapeake College's goal is to not allow tuition to surpass 50% of the average of tuition and fees charged at four-year Maryland institutions. The college has regularly achieved this goal, but to offset state fiscal limitations in recent years, the College has been forced to raise tuition and fees higher than normal – by 29% between FY2010 and FY2015. As a result, in FY2015, tuition and fees were exactly 50% of the average at Maryland public four-year institutions. The accreditation team noted this trend related to enrollment and concluded "in the future, new sources of revenue may need to be identified and initiatives must be re-evaluated to maintain current projections." The College has actively pursued that approach. In FY2015, 282

students were awarded over $350,000 in scholarship support from the College or its Foundation, exclusive of private scholarships that they may have receive from other sources.

Additionally, the College has increased its use of open source textbooks as an affordability strategy. An open textbook is a one licensed under an open copyright license and made available online to be freely used by students. In FY2015, some 145 students saved more than $23,000 in textbook costs from the adoption of open source textbooks in just two courses.

Noncredit headcount topped out in FY2009 but declined in each year since except one. The three year period FY2012 through FY2014 was temporarily buoyed as Chesapeake College assumed administration of the General Education Development (GED) and English as a Second Language (ESL) programs in Wicomico County that were previously overseen by Wor-Wic Community College. However, Wor-Wic requested that the programs be returned to their purview, which they were beginning in FY2015. A new more purposeful, planned, market-driven approach is expected to capitalize on opportunities during the economic expansion to boost Continuing Education enrollments.

Maryland Ready Goal 3: Diversity: "Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population" Chesapeake College believes in the philosophy of equality of opportunity, treatment, and benefits for all students and employees regardless of race, color, religion, national origin, age, gender, disability, or sexual orientation.

The percentage of credit students from a racial or ethnic minority has exceeded comparable service area population percent in eleven of the last twelve years. In fall 2014, minorities comprised 23.9% of the Chesapeake student body, but only 19.8% of the regional population. In FY2015, 31.7% of all continuing education students were from a minority group.

While the College closely monitors achievement of minority student populations, the service region presents small cohorts for African-American, Hispanic and Asian student populations. The latter two populations are so small that only data for African- American students are reported in the accountability indicators. The successful-persister rate of first-time African-American freshman 2010 cohort for analysis was 60% while their graduation-transfer rate was 41.0%. The comparable statistics for all fall 2010 freshmen were higher (67.8% and 48.9%, respectively), so the casual observer would conclude that there is indeed a minority achievement gap for students at Chesapeake College. However, a more in-depth analysis by College staff identified the true gap. Each Degree Progress indicator is split into two separate parts – one measuring achievement by college readiness at admission and the other measuring achievement by race/ethnicity. However, it was very uncommon that the base data for these indicators were combined to look at achievement by college readiness and by race/ethnicity. Chesapeake College followed that approach to provide deeper insight into the patterns of student success between African-American and White students. On the surface, African-American students have statistically lower degree progress rates than White students. Yet, the comparison by college readiness shows no statistical differences between the races. This analysis shows that the true achievement gap is a function of the readiness that each race brings to the college and not necessarily the relative performance while at the college. Thus, the underlying factor is the different mix of college readiness among the races. White college readiness rates are 4-5 times

that of African-Americans. Additionally, African-Americans' rate of testing into both developmental English and Math is twice as high as Whites. Not surprising, Whites complete developmental coursework at nearly twice the rate of African-Americans. These are the true minority achievement gaps at Chesapeake College.

The College offers several programs to increase student engagement and success among culturally diverse students and strives each year to surpass future targets. Evidence shows that the College's formal intervention programs yield positive results. The SAIL program (Success and Interactive Learning) that gets first-time freshmen actively involved in the college experience early has several academic and service utilization requirements for participation. Students who complete the program and finish the semester with a quality point average of at least a 2.0 receive a scholarship discount on their spring semester tuition. The FOCUS Group (First-Generation Opportunities for Career and Ultimate Success) is geared for first-generation male students enrolled in a career program and provides them with intense exposure to academic support and career exploration activities during the first year in college. The TRiO Student Support Services Program, a federally funded program, helps eligible (first-generation, low-income, or disabled) students stay in school, graduate, and transfer to a 4-year institution. Students engaged in these programs outperform comparison groups of students who are not in the program in terms of retention and academic performance.

Another goal of the College's Diversity Plan is to, "Recruit, train and support a diverse workforce." The college has been successful in minority staffing. In fact, the Maryland Higher Education Commission (MHEC) cited two performance indicators relating to this goal requiring explanation on 2014 performance, Percent minorities of full-time faculty (Indicator 19) and Percent minorities of full-time administrative and professional staff (Indicator 20). MHEC's review concluded: "The College is to be commended for its year-by-year increases for the College on both indicators, having exceeded the benchmarks set. Please describe what factors contribute to these successes and whether the College expects these trends to continue."

Human Resources monitors all employment policies to ensure no barriers exist for employees from diverse backgrounds. Exit interview data is also closely monitored to assess whether there are diversity issues or concerns that we need to address. Chesapeake College turnover continues to be low – but out of 29 terminations in 2014, 24% were minorities. We are always concerned when we lose our minority employees, but the data showed that five of these terminations were due to the individuals leaving for better career opportunities; one was a retirement; one was a grant funded position that was transferred to another; and one was an involuntary termination. During the exit interview process, one minority employee expressed some concerns and provided feedback in reference to how to make the college a more welcoming and inclusive environment for our diversity employees. This feedback provided further information that was also shared with the consultant who conducted diversity training in 2014.

It is also important to note that with a small number of employees so a few individuals may have a large impact. There are, less than sixty full-time faculty, and turnover is relatively low. In December of 2013, Chesapeake College offered a voluntary retirement incentive to employees over sixty-five years old who had at least 15 years of service. This incentive resulted in a record number of new faculty searches (nine). Seven positions were filled to start in fall 2014, one of

whom is a minority (14%). In fall 2014, the minority percentage of full-time faculty was 5.8% compared to the ultimate goal of 5% while the percentage of minorities in full-time administrative and professional positions was 13.0%, surpassing the target of 10%.

We have increased our recruiting efforts at historically black colleges for both faculty and professional positions. Advertising in diversity publications/websites continued last year and are utilized as frequently as possible. Human Resources representatives also meet with each search committee to explain our commitment to diversity and to encourage search committee members to consider diversity during the selection process. Because we are such a small institution and our overall percentages can be impacted greatly by just a few hires and/or terminations, it is difficult to say whether this upward trend in our diversity percentages will continue. However, we remain committed to making diversity a priority at Chesapeake College.

Maryland Ready Goal 4: Innovation: "Maryland will seek to be a national leader in the exploration, development and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement and improve learning outcomes and completion rates."

Innovation happens every day at Chesapeake College. Through one of its strategic goals "Transform the Student Learning Experience," the College sets forth to ensure quality instruction and curricula that shape students as independent learners who are intellectually competent and have the knowledge, skills and abilities to succeed. The College strives to implement innovative state-of-the-art techniques and programs that will advance the academic mission of the College and support the advancement of education in our region, our state, and our nation.

In FY2015, the College launched a pilot program to provide a group of nursing and education majors with iPads. Students embraced the tablet-based learning and the project is expanding this year to students who take at least one class from a list of special General Education course sections. These students will save money by using their loaner iPads to access digital versions of the traditional textbooks. The College believes that this is not simply using a new device in a class but a new way of teaching and learning. Each of these classes has been modified to feature the iPad as an innovative learning tool, including new ways for students to conduct research and engage in interactive, hands-on learning exercises. The InspirED project was lauded by the Middle State accreditation site visit team: "The development of the Tablet Program will enhance teaching and learning at Chesapeake College with innovative delivery of course content using state-of-the-art technology and global connectivity. Future nursing graduates from Chesapeake College will be trained using new innovative teaching technology and thus will be more marketable for employment. In the new Health Professions and Athletics Center, nursing instructors will be using technology involving simulation of health care cases."

A number of Chesapeake College faculty are enthusiastic about using technology to enrich the teaching and learning process. Two instructors used the popular podcast Serial as the primary text for the capstone course of the General Education program and crafted an experience for online students to keep them engaged, curious, and eager to learn. Students were given activities that exposed and challenged their implicit biases, their active listening skills, their ethical frameworks, and their attention to details. The initiative allowed the instructors to focus on the

purpose of the course – to help students consider the nature of knowledge – instead of the process of getting through a class.

In another example, faculty in Sociology and English have moved from a traditional "one full session" model of library support for student research papers to shorter "lab" visits from librarians. Each visit is tied to milestone assignments, which are built to help students complete their semester-long research projects. A collaborative assessment of the process pointed to the need for improved scholarly resources in sociology and related fields which led to the purchase of the SocINDEX database to support students' research needs.

The Faculty Development Center offers professional development sessions and individual training that promote quality of instruction, academic rigor, and educational effectiveness in face-to-face, hybrid, and full online course delivery modalities. Many instructors work with the Center to improve their teaching and to solve instructional problems.

Chesapeake College is a leader in sustainability. In 2011 it erected the Eastern Shore's first community-scale wind turbine, one of only two at higher educational facilities in Maryland. A six-acre solar panel array, the second at a higher education site in the state will be installed in 2015. While the focus on renewable energy clearly will garner the College substantial energy cost savings, it is also an integral component of the Center for Leadership in Environmental Education which models emerging renewable energy technologies while providing education and training opportunities for students, small businesses, and the utility industry.

One of the College's Strategic Plan goals is dedicated to improving student goal attainment. In spite of recent plunge in enrollment, efforts to help students complete their program are working; total awards have increased over the period, surpassing the FY2015 target of total Associate degrees and credit certificates conferred in each of the last four years.

Maryland Ready Goal 5: Economic Growth and Vitality: "Maryland will stimulate economic growth, innovation and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research." One of the College's Strategic Plan goals is to strengthen the regional economy through educating and training a skilled workforce, and assisting Mid-Shore counties recruit and retain a skilled workforce. Chesapeake's service region has substantial economic growth challenges. The region comprises less than 3% of the state's jobs. Small businesses predominate and local wages are comparatively low – 68% of the statewide average in 2014.

As an institution of higher learning, an employer and a training provider for new and incumbent workers, Chesapeake is one of the region's most significant economic engines. While the College is stepping up efforts, recruiting continuing education workforce training students remains a challenge. One major factor restricting recruitment efforts is the sluggish mid-Shore economy. The number of payroll jobs in the five-county service region in 2014 remained virtually unchanged from 2005 and was still 2,100 below the peak in 2007. Job growth in 2014 was minimal – a mere 820 net new jobs were added, translating to a 1.4% gain.

One of the Continuing Education and Work Force Training (CEWT) objectives is to emerge as a leader for workforce training in the local region and become the engine for economic development. The College continually monitors the environment to ensure responsive programming and address critical workforce needs. CEWT staff has established a close relationship with all five Economic Development offices, the county Chambers of Commerce, the regional staff for the Department of Labor, Licensing and Regulation, and the two local regional councils. The College will continue to gather feedback from these constituencies to assess and identify regional needs for workforce development that can be satisfied through the College's efforts. Another ongoing focus will be engaging individual local companies and organizations to determine the unique needs of their individual businesses.

CEWT regularly offers courses at four of the five local career and technology high schools. In FY2015, the College began an HVAC technician training program at a local high school that was deemed an immediate success. Going forward, the College just launched a new Nail Technician training program; a new pre-apprenticeship program for Electricians is slated to kick off in Fall 2015; CEWT secured Veterans Administration approval for our commercial truck driving training program; and successfully partnered with Talbot County Division of Rehabilitation Services to deliver a 6 week summer Career Exploration program for developmentally disabled older youth.

Another area of emphasis will be to develop increased visibility of workforce courses, programs and services through marketing and advertising and to develop targeted marketing materials focused on contract training. In response, the College recently launched its first television advertising campaign covering all five counties in the service region. Therefore, in spite of the well-documented environmental forces that restrict workforce development initiatives in the service region, Chesapeake College strongly believes that its revitalized efforts to expand need-based workforce training will prove to be a highly successful contribution to the local economy.

The Maryland Higher Education Commission (MHEC) cited a performance indicator relating to STEM education requiring explanation on 2014 performance, STEM programs - enrollment (Indicator 35a.). The review stated: "There have been declines in the College's credit enrollment in STEM programs over the past three cohort years. Please describe the strategies that the College intends to follow to achieve the projected growth in enrollment for the Fall 2015 cohort."

Between the peak in fall 2011 and fall 2014, total credit headcount declined by 19% while STEM enrollment fell by 21%. However, during these three years of plunging enrollment, the number of STEM awards conferred rose by 23% and the FY2015 total (not shown in indicator tables) of 145 exceeds the 134 benchmark   Thus, while headcount is an important metric to follow, completions are even more paramount. The College's enrollment challenges are well documented and early data show that both total and STEM enrollment for fall 2015 are down from the previous year. As of the first day of classes STEM headcount totaled 887 students and will not achieve the benchmark target of 1,081. However, the shortfall is not from lack of effort. In FY2014, the College expanded the Career and Technology Education (CTE) Articulation Program so more students could earn college credit for skills learned in high school. The College currently is negotiating an agreement with Queen Anne's County Public Schools that

will allow us to offer Dual Enrollment courses that will be used as "capstones" in some CTE programs with the intent to expand this program to the other four support counties. The educational marketplace is regularly reviewed and new programs are added as demand warrants; nine new STEM programs were added in FY2015.

Maryland Ready Goal 6: Data Use and Distribution: "Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making and achievement of state goals."

Data and information are used extensively by employees of Chesapeake College to inform and direct policies and needs, measure outcomes and performance, and communicate information about the college internally and externally. The following citations from the Middle State Accreditation team report best illustrate the breadth of the College's data usage.

"Annual administrative evaluations that are tied to strategic and department goals provide direct evidence of the effectiveness of the administration of the college."

"The triennial campus climate survey provides the College with additional indirect evidence regarding staff perceptions of the effectiveness of the administrative structure in addition to other aspects of the campus. Clearly assessment is one of the College's strengths."

"With ongoing assessment, Chesapeake created initiatives to support student success. Programs like FOCUS, and TRiO SSS support first-generation students, while Freshman Seminar, SAIL, and Academic Advising provide support for all students. These programs enhance the quality of students' educational experience."

"After pilot-testing high school initiatives related to developmental courses and determining that student participation had a positive impact on retention, the institution plans to expand the program."

"There is evidence that a variety of outcomes measures are utilized for ongoing improvement including results of certification exams, student evaluations, and enrollment trends."

"The College assesses the impact of non-credit programs on institutional resources by way of periodic revenue and enrollment goals."

"The Team acknowledges the efforts of the current Director of Academic Assessment, the Assessment Task Force, and others to develop a relevant and meaningful assessment process."

"The Team commends members of various departments for the courage to try new strategies, use the data from assessment, and incorporate meaningful change in support of student success and persistence to goal attainment."

COMMUNITY OUTREACH AND IMPACT

The College's outreach and impact can be seen through the following partnerships with business and industry, local schools, other institutions of higher learning, community groups, and government as well as student community involvement.

Collaboration with Business and Industry

Chesapeake College and Corsica River Mental Health Services expanded their partnership to assist the college's students who are experiencing mental health challenges. The new Memorandum of Understanding provides students access to counseling, psychotherapy, crisis intervention and medication management, as appropriate.

The Maryland Small Business Development Center network, a partnership between the U.S. Small Business Administration and the University of Maryland, College Park, has a satellite office at Chesapeake College. The partnership links private enterprise, government, higher education and local economic development organizations to provide management training and technical assistance to Maryland's small business.

The Division of Continuing Education and Workforce Training partners with medical providers within the five-county service region to offer students externships and continued hands-on learning experience after they successfully complete their face-to-face health career program. Medical providers included in this extended learning experience are local pharmacies, private medical practices, and Shore Health. The college connects on a regular basis with area employers of Nursing Assistants via the Mid-Shore Nursing Assistant Advisory Council. CEWT serves as a primary resource by establishing contract training classes for local businesses, agencies and associates throughout the service region. Common job training programs include language, health, or employability focused subject sessions.

Chesapeake College staff serve on Dorchester, Queen Anne's, and Talbot County Economic Development Councils, boards of Dorchester and Talbot County Chambers of Commerce, Mid-Shore and Upper-Shore Regional Councils, and the local Workforce Investment Board. The CEWT's Director serves on the Bio-Medical Advisory Boards of five local public high school.

Collaboration with Local Schools

Chesapeake College hosted its 32nd Annual Regional College Night. Representatives from more than 120 colleges, universities, and technical schools provided information and answered questions for local high school students and Chesapeake College students planning to transfer. The event is sponsored by Chesapeake College and the public school superintendents from Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties.

The Adult Education Program created and distributed brochures and information packets to High School Guidance Offices in all five counties about the requirements for minors to earn their H.S. Diplomas though the GED® test. We also serve as a resource to Counselors on as needed basis to provide testing and information to students who are considering dropping out of school.

The College teams with the Chesapeake Multicultural Center, the Talbot Judy Center Partnership, and Talbot County Public Schools to hold evening ESL classes including free education and books for the children, and free transportation to classes, counseling and immigration services, parenting classes, child-parent reading events, child care, and class retention support. We work closely with the ELL Coordinators in local public schools to provide information to parents about the ESL program and registration dates under the premise that when we educate parents, their children also benefit.

Collaboration with Other Institutions of Higher Learning

Chesapeake College staged its inaugural bi-annual Adult Student Information Night. More than 50 community members joined us for an evening of education and inspiration. The session featured four breakout sessions and included additional representatives from the University of Maryland, Eastern Shore; Stevenson University; and the Eastern Shore Higher Education Center.

The Chesapeake College Green team and students in General Biology and Environmental Science classes regularly work together side-by side with students from Salisbury University and Washington College to plant native grasses in areas where sea level rise is killing the native trees due to increased water salinity in Pickering Creek and Blackwater National Wildlife Refuge.

Community Connections

Chesapeake College highlighted the important role that scholarships play in funding education on the Mid-Shore. Scholarship donors and recipients were brought together at Chesapeake's annual Scholarship Luncheon. Chesapeake's donors include businesses, community service organizations, charitable foundations, families and individuals.

Chesapeake faculty and staff, with the help of Barnes and Noble bookstore on campus, packed up more than 50 cases of textbooks that are no longer useful for recycling. As a result, the College saved money and kept trash out of the regional landfill. Old, but still useable texts were sent to Better World Books for redistribution to people in need.

The College's Multicultural Advisory Committee sponsored the annual Black History Month Luncheon "Honoring Generations of Excellence." The event featured a prominent high school keynote speaker to benefit the J.C. Gibson Memorial Book Fund and honoring a local educator.

The League of Women Voters of Maryland and Chesapeake College's Center for Leadership in Environmental Education sponsored "The Future is Now Forum." The session, entitled Dealing with Rising Seas on Maryland's Shores featured a keynote speaker from the University of Maryland's Center for Environmental Science.

The Todd Performing Arts Center at Chesapeake College hosted a number of varied shows open to the public. Also, the Peake Players, the campus student drama group under the direction of the Theatre professor, present a major student production each semester as well as a summer dinner theatre murder mystery.

The Pride of the Peake Celebration is an annual event sponsored by the Chesapeake College Alumni & Friends Association. The event was established as an opportunity to recognize alumni and friends who have made significant contributions to Chesapeake College and our community.

The Adult Education Program offers classes in more than 40 locations throughout the region, providing services to adults seeking basic skills, high school diplomas and English language and literacy skills. More than 300 information sessions are held annually in the community, and more than 60 classes are offered throughout the year in locations that range from classes held in an incredibly wide variety of venues. We partner with over 50 community and government agencies to bring these services to residents, serving more than 800 adult learners in FY2015.

The Child Care Resource Center manages an information and referral service for Chesapeake College called "Chesapeake HELPS". Counselors provide information about services in the five upper shore counties as well as maintain a web based service where community members can search for information.

Staff throughout the College are closely involved as part of their jobs as members or leaders in dozens of professional organizations, service clubs and community organizations that are too numerous to individually identify.

Collaboration with Government

Chesapeake College is funded through Maryland State Department of Education to provide emergency preparedness training for child care providers through a grant titled "Project Security Blanket" managed by the Chesapeake Child Care Resource Center. This is a statewide grant that provides six hour training in partnership with other community colleges and resource centers across the state. Between 2008 and December 2014, over 16,000 child care providers developed an emergency preparedness plan for their programs as a part of this grant.

Chesapeake College representatives appear at the Talbot Free Library in Easton each month to provide information about available programs and services. The College has also expanded its partnership with Caroline County Library brining GED Ready Practice Tests to Caroline County.

Student Involvement

Two College employees accompanied eight students on a week-long working trip, the Chesapeake College Alternative Spring Break, to Louisville, KY. In Louisville, the students worked on two single-family homes alongside the families who will eventually live in them.

Chesapeake College communication students organized The Clothesline Project, a visual display of personally decorated T-shirts that bear witness to the domestic violence suffered by survivors and victims of abuse. The event included several speakers sharing stories of survival. Each shirt was decorated to represent an individual's unique and personal experience with domestic violence, by the survivors themselves or by someone who cares about them. Pledge sheets were hung to demonstrate the support of those that agree that their hands will never harm another.

COST CONTAINMENT

Chesapeake College has engaged in a number of ongoing and one-time initiatives designed to reduce costs. The impacts of some of these are very quantifiable; for others we expend funds on the front end to save even more later on. The most significant cost containment actions for FY2015 are reported below.

The College moved to self -insurance for medical benefits in FY2015 (it already transitioned to self- insurance for dental plans in FY2013) and has been working with its broker to make other reasonable changes in the benefits plans to continue to reduce expenditures in this benefit category. The estimated budget savings in benefits for FY2015 was $300,000.

Energy conservation has been the most effective strategy for Chesapeake College to date, and we will continue to rely upon energy-use reduction strategies going forward. Increases in efficiency have helped us to reduce our electricity consumption 19% since FY2011. Many of our existing projects have focused on low-investment, high-return projects like the ones below:

- Outdoor building lights were retrofitted with LED lighting, resulting in savings and brighter light that enhances building security. In addition, hallway and classroom LED retrofitting in various places around campus resulted in an overall decrease in both the number of fixtures (some spaces were over-lit) and electricity consumed.

- In compliance with ACUPCC "Immediate Actions," the College implemented an ENERGY STAR purchasing policy for appliances on campus. This policy applies largely to technology purchases, but can also be applied to science laboratory refrigerators and freezers, laundry appliances in the health-professions classrooms and laboratories, and refrigerators and small appliances in break rooms.

Chesapeake College's total electricity bill fell by $30,000 in FY2015. This is above the $12,000 - $15,000 per year saved by the power generated by the on-campus wind turbine.

Cost savings have been realized in the area of technology as well. The adoption of a cloud based printing solution saves the College as estimated $10,000 annually. Also, technology refresh cycles (i.e., computer replacements) have been deferred once again, saving the College approximately $100,000 in FY2015. The College is engaged in a multi-year process to move as many of our mission critical systems to the cloud as possible. Some of these are already in the cloud and others are in process. While some of these migrations actually cost the college more than onsite hosting, the final result is a more robust, scalable, and secure infrastructure. It will take less human resources to support and be less susceptible to single point of failure issues. Some expensive life cycle replacements for the hardware on campus will also be eliminated.

The College has also enumerated some other cost savings measures implemented in FY2015: Grant funding identified for scheduled storm water repairs ($40,000), Elimination of one accounts payable position ($47,000 annual salary & benefits), and Elimination of one capital projects coordinator position ($59,000 annual salary & benefits).

The Middle State Accreditation team noted the following about Chesapeake College's approach to cost containment. "The College planning process has been actively engaged in identifying cost cutting measures which can improve operating results with the intent of limiting adverse effects on campus operations. Given the operating constraints of the last several fiscal years, the College has deferred various components of their technology plan and deferred maintenance schedules."

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	66.6%	65.4%	66.9%	67.9%
B.	Students with developmental education needs	78.8%	77.2%	74.9%	72.3%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	40.8%	32.3%	37.1%	34.8%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	702	865	850	1,031

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	38.1%	39.9%	35.9%	36.6%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	38.1%	51.6%	49.9%	50.9%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	64.0%	57.6%	54.4%	Not Available

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	3.2%	3.7%	4.2%	3.5%
	b. Black/African American only	16.9%	14.6%	14.7%	15.5%
	c. American Indian or Alaskan native only	0.4%	0.3%	0.6%	0.9%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.2%	0.2%	0.1%
	e. Asian only	1.3%	1.4%	1.4%	1.3%
	f. White only	74.3%	76.2%	75.0%	73.7%
	g. Multiple races	1.5%	1.0%	1.6%	1.9%
	h. Foreign/Non-resident alien	0.5%	0.7%	0.8%	1.1%
	i. Unknown/Unreported	2.0%	1.5%	1.5%	2.1%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$15,976	$16,166	$16,571	$11,699
	b. Median income three years after graduation	$41,240	$37,813	$34,525	$38,796

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	97.3%	96.5%	98.6%	98.1%	**98.0%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	67.6%	68.0%	89.0%	77.1%	**70.0%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	55.5%	50.6%	49.2%	49.9%	**60.0%**
	b. College-ready students	56.7%	59.4%	56.7%	54.1%	**65.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	57.3%	55.8%	48.8%	44.8%	**45.0%**

CHESAPEAKE COLLEGE
2015 ACCOUNTABILITY REPORT

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5 Successful-persister rate after four years					
a. College-ready students	84.9%	89.7%	82.6%	85.0%	**85.0%**
b. Developmental completers	82.5%	81.3%	77.6%	76.5%	**80.0%**
c. Developmental non-completers	36.8%	36.4%	40.9%	39.9%	**Not Applicable**
d. All students in cohort	76.3%	75.0%	69.9%	67.8%	**70.0%**

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6 Graduation-transfer rate after four years					
a. College-ready students	72.1%	77.3%	69.7%	67.3%	**65.0%**
b. Developmental completers	54.1%	55.3%	52.2%	50.9%	**50.0%**
c. Developmental non-completers	24.6%	26.0%	28.7%	31.2%	**Not Applicable**
d. All students in cohort	53.7%	55.0%	50.5%	48.9%	**43.0%**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7 Licensure/certification examination pass rates					
a. American Registry of Radiologic Tech	100%	100%	100%	100%	**98%**
Number of Candidates	10	9	7	7	
b. National Registry Exam (EMT-P)	50%	75%	100%	100%	**70%**
Number of Candidates	8	8	14	10	
c. NCLEX-RN	88%	94%	92%	86%	**90%**
Number of Candidates	33	53	37	44	
e. Physical Therapist Assistant	100%	100%	83%	100%	**85%**
Number of Candidates	6	5	6	5	
f. State Protocol (EMT-CRT)	82%	100%	100%	93%	**95%**
Number of Candidates	11	11	8	14	
g. State Protocol (EMT-P)	100%	100%	100%	100%	**95%**
Number of Candidates	6	6	14	14	
h. National Registry (EMT-I)	100%	85%	80%	80%	**80%**
Number of Candidates	11	13	10	10	

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8 Percent of expenditures					
a. Instruction	47.5%	48.5%	46.9%	48.0%	**48.0%**
b. Academic Support	9.7%	9.7%	10.1%	9.4%	**10.0%**
c. Student Services	8.7%	9.2%	9.7%	9.5%	**9.0%**
d. Other	34.2%	32.5%	33.4%	33.1%	**33.0%**

Goal 2: Access and Affordability

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9 Annual unduplicated headcount					
a. Total	13,274	12,876	10,778	10,904	**13,588**
b. Credit students	3,956	3,923	3,486	3,381	**4,188**
c. Continuing education students	9,672	9,287	7,292	7,796	**9,766**

	Fall 2011	Fall 2012	Fall 2013	Fal 2014	Benchmark Fall 2015
10 Market share of first-time, full-time freshmen	48.3%	47.5%	52.8%	48.2%	**54.0%**

	Fall 2011	Fall 2012	Fall 2013	Fal 2014	Benchmark Fall 2015
11 Market share of part-time undergraduates	74.7%	69.8%	70.2%	69.4%	**73.0%**

CHESAPEAKE COLLEGE
2015 ACCOUNTABILITY REPORT

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	59.7%	56.8%	55.6%	59.9%	**57.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	3,262	3,203	2,879	2,741	**3,541**
	b. Continuing Education	681	658	604	507	**357**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	191	178	245	272	**200**

		FY 2012	FY 2013	FY 2013	FY 2014	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	47.6%	48.3%	48.9%	50.0%	**50.0%**

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	3,460	3,147	2,614	2,638	**3,224**
	b. Annual course enrollments	7,487	6,909	6,170	5,257	**7,665**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,611	1,946	1,707	1,786	**1,733**
	b. Annual course enrollments	2,208	2,829	2,557	2,978	**2,363**

Goal 3: Diversity

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	23.9%	22.1%	23.2%	23.9%	**20.0%**
	b. Percent nonwhite service area population, 18 or older	19.5%	19.5%	19.6%	19.8%	**Not Applicable**

		Fall 2011	Fall 2012	Fall 2013	Fall 214	Benchmark Fall 2015
19	Percent minorities of full-time faculty	6.6%	7.3%	5.5%	5.8%	**5.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff	12.5%	14.0%	14.0%	13.0%	**10.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	58.3%	50.6%	56.6%	60.0%	**50.0%**
	b. Asian, Pacific Islander	<50	<50	<50	<50	**Not Applicable**
	c. Hispanic	<50	<50	<50	<50	**Not Applicable**

Note: Not reported for groups with < 50 students in the cohort for analysis.

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fa;ll 2010 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	38.3%	37.3%	41.0%	44.0%	**35.0%**
	b. Asian, Pacific Islander	<50	<50	<50	<50	**Not Applicable**
	c. Hispanic	<50	<50	<50	<50	**Not Applicable**

Note: Not reported for groups with < 50 students in the cohort for analysis.

Goal 4: Student-Centered Learning

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
23	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	85.0%	84.8%	79.8%	Not Available	**80.0%**
	b. Mean GPA after first year	2.80	2.81	2.67	Not Available	**2.75**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24	Graduate satisfaction with preparation for transfer	57.9%	86.8%	68.2%	87.5%	**70.0%**

Note: Response categories changed starting in 2008.

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
25	Associate degrees and credit certificates awarded					
	a. Career degrees	108	133	133	119	**149**
	b. Transfer degrees	143	139	175	163	**105**
	c. Certificates	42	41	37	41	**59**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	49.0%	46.8%	46.0%	46.5%	**50.0%**
	b. Non-recipients	57.2%	51.4%	49.5%	53.4%	**54.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27	Education transfer programs					
	a. Credit enrollment	160	144	126	133	**200**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	20	21	19	12	**12**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	77.0%	73.0%	89.0%	83.3%	**70.0%**

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29 Graduate satisfaction with job preparation	78.0%	87.0%	90.9%	91.7%	**90.0%**
Note: Response categories changed starting in 2008.					

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,941	4,469	3,188	3,604	**5,292**
b. Annual course enrollments	7,086	6,961	5,068	5,734	**8,551**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,332	1,915	1,777	1,918	**2,657**
b. Annual course enrollments	3,554	3,266	2,978	3,411	**4,486**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32 Number of business organizations provided training and services under contract	82	50	56	60	**65**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	5,126	4,747	3,662	3,739	**5,554**
b. Annual course enrollments	8,724	8,474	7,062	5,352	**12,804**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34 Employer satisfaction with contract training	97.4%	95.6%	95.9%	94.3%	**98.0%**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35 STEM programs	1,153	1,041	962	916	**1,081**
a. Credit enrollment					

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
b. Credit awards	111	118	148	132	**134**

COLLEGE OF SOUTHERN MARYLAND

MISSION

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

INSTITUTIONAL ASSESSMENT

State Plan Goal 1: Quality and Effectiveness

The Quality Improvement Process (QIP) is the framework the college uses to assess academic excellence, quality, and institutional effectiveness. In 2008, CSM established the QIP in an effort to support and strengthen the connections among the mission, institutional goals, strategic planning, assessment tools and results, budgeting, and renewal processes. The QIP is directed by the Quality Improvement Council (QIC), which consists of representatives from all major areas and levels of the organization within the college. The college monitors the progress of its QIP, strategic plan goals, and objectives through the college's Key Performance Indicators.

In addition to the Key Performance Indicators, the college analyzes its performance on State Plan Goal 1 with indicators 1 – 8. The indicators focus on student satisfaction, progress, and achievement. The relationship between college experience and progress reinforces the belief that student satisfaction with college experiences impacts performance. Student goal attainment informs the college on individual aspiration and achievement. The majority of graduates, 96.6%, indicated their educational goal was achieved (Indicator 1). Additionally, the college seeks to improve the goal achievement of non-returning students (Indicator 2). The goal achievement among non-returning students increased from 59.4% to 61.3% and is approaching the 2015 benchmark of 64.0%.

CSM is an open-admissions institution that provides access for individuals with a desire to learn and strengthens the intellectual development of students. The college prepares students for college level work. Indicator 4, developmental completers after four years, is one assessment of the college's academic success with this population. Students are evaluated for placement in English, mathematics, and reading developmental courses. Although the percentage of students meeting this benchmark remains constant at 43.2%, CSM has implemented strategies to increase the rate and expects to achieve a rate of 54.0% for the fall 2011 cohort. The tactics include mandatory web-based course placement testing for all credit students; academic alert system identifies students who are having academic difficulty; all tutors are now certified; and a first-year experience course which teach students skills they need to be successful in college. The college has also redesigned developmental mathematics and reading courses with the goal of accelerating learning and improving retention, persistence, and graduation rates.

In addition to the developmental course redesign, the college promotes the retention, successful-persister, and graduation-transfer rates through its Strategic Plan (ISP) and Student Success and Goal Completion Plan. In order to improve student retention, CSM identifies students who are "at risk" and establishes proactive intervention methods through the 'early alert' program. Students experiencing academic difficulty are contacted at or before mid-term. CSM also established a prescriptive academic pathway for entering freshmen students. Academic pathways are tools that enable students to successfully, plan for, enter, progress through, and complete their academic goals. Over the last four years the fall-to-fall retention rates of developmental students and college ready students has increased to 49.6% and 59.2%, respectively (Indicator 3).

In an effort to increase successful-persister and graduation-transfer rates the college notifies students who are eligible for certificates, developed reverse transfer programs with four institutions, provides assistance for students who are having academic difficulty, and includes experiential learning opportunities in all career programs. For the most recent cohort, college-ready and developmental successful-persister rates were 78.8% and 78.4%, respectively (Indicator 5). Graduation-transfer rates for college-ready and developmental completers are 59.2% and 46.7%, respectively. Developmental completers graduation-rates are lower as a result of students taking remedial courses prior to college courses.

The licensure/certification examination success rates indicate that graduates are well prepared to work in the nursing field. The college is approaching the benchmark of 90% at for RN candidates and continues to exceed the benchmark for LPN candidates. The most recent NCLEX exam pass rates for RN and LPN candidates are 86.8% and 100.0%, respectively (Indicator 7). The college continues to implement numerous strategies which assist with exceeding the benchmark pass rates: (1) a faculty member dedicated to the academic success of nursing students, (2) active learning strategies were incorporated in all nursing courses, and (3) a clinical simulation lab provided students an opportunity to learn and enhance their skills through clinical case scenarios.

State Plan Goal 2: Access, Affordability, and Completion

The College of Southern Maryland holds access and affordability to be key criteria in the design of its programs and allocation of its resources which are illustrated through indicators 9 – 17. Estimates of market share and enrollments in different instructional delivery formats assist the college in measuring the extent of connectivity between itself and the region. CSM serves three counties in Southern Maryland and must be cognizant of the needs of the tri-county area and beyond. Demographic measures of headcount, market share, and enrollments are relevant in that regard.

Over the last ten years, the number of students served annually peaked in 2013 and declined 8.0% to 25,052 in 2014 (Indicator 9). Credit and continuing education students followed this direction at 11,924 and 13,900, respectively. The majority of students in Southern Maryland attend CSM. Trend data illustrate that the college consistently retains the majority of market-share of first-time, full-time freshmen and recent, college bound high school graduates at 59.3% and 69.9%, respectively (Indicators 10 & 12). CSM engages high school students and recent high school graduates through multiple outreach programs in the tri-county area. Some of these efforts

include presentations to high school seniors, administering placement testing in the tri-county high schools, open houses at all four locations, and participation in college fairs. The college also developed models for high school students to earn credit in mathematics, English, and non-AP courses, implemented dual enrollments MOU's with tri-county public schools, and utilized distance learning classrooms to offer college credit classes at local high school for upperclassmen. CSM continues to retain three-fourths of the market share of part-time undergraduates and exceed the fall 2015 benchmark (Indicator 11). In an effort to maintain or exceed the current market share levels, the Student Success and Goal Completion Committee continue to implement initiatives and activities centered on market share levels.

Goal completion is an area of focus in the Student Success and Goal Completion Plan. CSM has deployed a wide range of comprehensive and proactive student support services that have been shown to promote goal completion, facilitate student retention through the second year, and transfer. Some student support services include: development of an "intrusive" advising model; establishing prescriptive degree pathways for entering freshmen; modularization of developmental mathematics courses; developmental reading is incorporated into the first year seminar course; articulation agreements; and reverse transfer programs with UMUC, and Towson and Salisbury Universities.

Three indicators that illustrate the goal completion of students are the number of associate degrees and certificates, and transfer program enrollments. Over the last four years, awards have increased by 53.2%. In FY2014, CSM awarded 1,836 associate degrees and certificates (Indicator 25). In the last three years, CSM has seen the number of students citing 'transfer to a four-year institution', as a reason for attending college, increase to over 50%. CSM students are prepared for the academic rigor at four-year colleges. Performance at transfer institutions, reveal that both the cumulative GPA after the first year was 2.81 in FY2013 and has surpassed the benchmark (Indicator 23). The last graduate follow-up survey illustrated that CSM graduates place high importance on earning an associate degree or certificate and preparing to transfer to a four-year institution. Most of CSM graduates, 75.4%, who transferred believed they were academically prepared for their transfer institution (Indicator 24).

In addition to transfer opportunities, major growth in online learning allows CSM to remain accessible and relevant to the adult commuting population and to those students who work and have families. At least one in four students take an online course and several have graduated from one of the 15 online degree programs at CSM. Both credit and continuing education online enrollments have surpassed the benchmarks at 20,311 and 1,466, respectively (Indicator 13).

Besides online learning, CSM's outreach efforts have involved coordination with local seniors. By coordinating with local senior centers, CSM promotes lifelong learning for individuals seeking educational, cultural, recreational, and social opportunities. The college continually offers several new community service and lifelong courses each semester and continues to develop new partnerships that allow for the delivery of classes to expand. Continuing education unduplicated annual headcount and course enrollments have exceeded the FY2015 benchmarks for the last four years at 5,345 and 10,418, respectively (Indicator 16).

The decrease in enrollment presents CSM with the challenge of keeping tuition costs low. College affordability is a national challenge and a top priority for CSM. Through sound fiscal management, CSM has minimized tuition increases, remaining half the cost of that of a state four year colleges. The cost of tuition and fees at CSM is half of what it would be at a Maryland four-year public institution (Indicator 15). The percent of expenditures on instruction, academic support, and student services has remained stable at 59.8% (Indicator 8). CSM is dedicated to providing accessible, accredited, and affordable education.

State Plan Goal 3: Diversity

The college has a long history of equal opportunity and a strong commitment to diversity illustrated through indicators D – F and 18 – 22. CSM strives to build the diversity of its student body, faculty and staff, and to make sure the college is providing a welcoming and supportive environment for individuals of all backgrounds. Diversity initiatives are integrated throughout CSM's policies, programs, and practices. The President's Committee on Diversity and Inclusion (PCDI) is charged with integrating college-wide diversity and inclusion efforts. The council evaluates and recommends improvements to the college's policies and practices, including recruitment, retention, outreach, and marketing. One of the key recommendations from PCDI was the implementation of a comprehensive mentoring program for African American males focused on success, career exploration, community service, and leadership.

Along with the implementation of the mentoring program, the college conducts recruitment activities in all tri-county public and private high schools to expand its reach. The college has implemented specific recruitment strategies to increase the diversity of the student body. Some recruitment strategies include engaging minority groups throughout all public offices, religious, service, and social organizations; developing messaging and creative materials to appeal to specific target audiences; and conducting presentations at a wide variety of community events that attract a diverse group of potential students.

As reflected in the mission statement, CSM endeavors to meet the needs of the diverse citizenry of Southern Maryland. The college continues to attract a student ethnic/racial breakdown more diverse than the tri-county area due to the increase in African American and Hispanic segments. The fall 2014 minority enrollment at CSM was 40.9% (Indicator 18a). The nonwhite population of 18 or older in Southern Maryland, as reported from the U.S. Census, was 34.8% (Indicator 18b).

The college continues to strive to increase the percentage of minority employees so that the workforce better reflects the demographics of the region. In an effort to recruit a diverse pool of employee applicants, CSM advertises in many national publications and journals that are focused at diverse populations. Additionally, relationships have been established with the Department of Labor, Licensing, and Regulation, the Tri-County Council Workforce Investment Board, Department of Rehabilitative Services, Department of Social Services, and the Adult Basic Education department(s) at Calvert, Charles, and St. Mary's counties to attract a diverse population. Human Resources also provides diversity training for all employees and reiterates the value that diversity brings to the college community. In an effort to increase the retention of faculty and staff, the hiring process was modified to increase consistency, reduce time to hire,

and increase the hiring of employees from underrepresented groups. Consequently, over the last four years the percentage of full-time minority faculty (Indicator 19) and administrative and professional staff (Indicator 20) has increased and continues to surpass the benchmarks at 22.2% and 27.1%, respectively.

State Plan Goal 4: Innovation

CSM recognizes the multitude of social trends that range from economics to education to labor and technology. CSM is involved in a variety of different efforts for the purpose of promoting innovation both within and without to the larger community.

The College Innovation Team discusses and debates emerging trends that may impact the college and brings them forward to the QIC. The team is briefed by staff specialists on various aspects of the situation analysis, especially changes in market demands, competition, stakeholder expectations, laws, economy, technology, and other trends. Activities include redrafting the college's mission statement, values, and vision statement, planning for the All-College Convocation which centered on the theme of Innovation in 2014, and discussing ways of promoting innovation throughout the institution. Recent innovations include cost savings ideas and monographs.

The Distance Learning and Faculty Development Division (DLF) supports the faculty in developing high quality, accessible and effective teaching and learning environments. To facilitate these goals, the DLF staff provides service to faculty including planning, consulting, training, and support. The DLF staff encourages, challenges, and assists faculty to incorporate instructional technologies into their traditional or distance learning courses. The DLF staff plays an important role in providing staff and faculty with support and tools to enhance student success in distance learning courses. Recent initiatives include faculty mini-grants, adjunct keynote projects, and online course developments.

Other innovations include the redesign of remedial mathematics, English, and reading courses have been redesigned to achieve better learning outcomes. Math faculty have revised the remedial arithmetic courses into a single fundamental math course that provides individualized content delivery, thereby increasing the students' ability to learn at their own pace and receive more personalized assistance. English course redesign targets students whose placement test scores are within ten points of placement into college level English. Students are provided additional guidance, structure, and individual work to that of regular college level English courses. The goal is to provide students with an alternative to developmental studies, along with an opportunity to receive transferable college credit. Data indicate students are more engaged in the course, feel confident that they have learned the material presented in class, and practice outside of class well enough to proceed to the next level.

State Plan Goal 5: Economic Growth and Vitality, Workforce Development

The College of Southern Maryland is a key contributor to Southern Maryland's economic growth and sustainability. The college works closely with local businesses and workforce partners to stimulate the local economy and workforce. The college offers programs in career fields where

there is high demand and continually adjusts offerings to address employment trends and industry needs. CSM is addressing current and future workforce needs in Southern Maryland through its 120 degree programs; more than 25 formal articulation agreements with four-year colleges; and its more than 35 Career Starter programs that address entry-level workforce development, enhancement and certifications through noncredit courses and programs.

State Plan Goal 5, economic vitality, is monitored with Indicators 28 – 35. As a result of the federal sequestration, many business organizations reduced training and developmental dollars. The number of business organizations providing training and service and enrollments in government certification/licensure has decreased to 56 and 7,395, respectively (Indicators 31 and 32). CSM's contract training clients include two military bases, as well as federal government and military workers and contractors. In spite of the decline in training and services, business organizations remain very satisfied with quality of contract training provided (Indicator 34). The college continues to surpass the FY2015 benchmark for annual course enrollments at 6,294 (Indicator 33). CSM continues to focus efforts on preparing students for the workforce in high demand areas.

In fiscal year 2014, enrollment in continuing education workforce development courses was 12,877 (Indicator 30). The college provides continuing education offerings for areas that address the need for truck drivers, heating/ventilation and air conditioning mechanics, carpenters, welders, and other professions necessary to a growing populace. The college made several large investments in workforce training solutions and marketing them as "Career Starters" targeting people who are unemployed, underemployed or individuals who are interested in changing careers.

Given the high number of energy firms in the Southern Maryland region, CSM, with its industry, education, and economic development partners created a comprehensive solution to address demands for energy workers with operations, maintenance, and/or construction skills in three sectors: energy generation (oil, gas, coal, nuclear, solar, wind); energy transmission/distribution; and energy facility/utility construction. In an effort to prepare the next generation of nuclear energy technicians, CSM developed a Nuclear Engineering Technician degree program in FY2010. In response to the demand for skilled trades, the college developed a variety of non-credit career programs for training and advanced skill development in electrical, HVAC, welding, plumbing and carpentry.

In addition to preparing the next generation of nuclear engineering and skilled trade technicians, CSM also prepares students for careers in homeland security. Programs such as the Education Partnership Agreement between CSM and Naval Air Warfare Center Aircraft Division (NAWCAD) address the local workforce needs in homeland security. This agreement develops a pipeline of students to advance from academic studies to employment in national security industries in Southern Maryland. The partnership develops the framework for interaction between CSM students and faculty; area elementary, middle and high school students, and teachers; and NAWCAD scientists and mentors. It identifies students with an interest in science while they are in elementary school, and will provide learning and internship opportunities for them through college. Naval Air Systems Command (NAVAIR) Fellows will be working with CSM faculty on projects and providing real world experiences for these students.

Additional partnerships include the Southern Maryland County Chamber of Commerce, Tri-County Economic Development Commissions as well as local area businesses. The college works closely with all tri-county governments to provide comprehensive employee development training for county employees. The college also works with the local hospitals and healthcare employers to develop strategies to address workforce shortages in that industry and has developed health care round tables in each county to address workforce shortages. These partnerships in organizations and professional networking efforts are vital to the continued economic growth and success of the region.

State Plan: Goal 6: Data Use and Distribution

The primary tools used for assessing performance and measuring results at the institutional level are the Institutional Key Performance Indicators, Unit Assessment Plans, and the Student Learning Outcomes Assessment Plan. These assessment tools align measures, benchmarks, and results with the goals and objectives of the ISP and USPs.

Unit Assessment Plans (UAPs) outline the purpose of that unit, intended outcomes, measures, sources of data, and results and recommendations. Each UAP is updated annually by the unit, results and recommendations are reviewed by the division vice president, and sent to the College Assessment Team (CAT) for review. The CAT sets individual meetings with vice presidents and unit heads to review the results, to question and discuss the efficacy of the plan, and to review recommendations, some of which flow into the renewal of the next planning and budgeting development cycles that begin in September.

CSM makes concerted efforts to use assessment in a positive way, as a tool to recognize achievement at all levels, to address areas in need of improvement, to innovate, and to plan for renewal. In the area of student success, for example, a downward trend in student graduation rates was identified. The college created a special ad hoc committee to analyze the data and to research best practices for improving degree completion rates. Based on this research, the Student Success and Goal Completion Plan is organized around four momentum points: (1) Connection, (2) Entry, (3) Progress, and (4) Completion.

The College has made good progress in executing many aspects of the plan and has recently been awarded its first Title III grant which will be used to fund and accelerate some of the objectives of the plan. The focus of the Title III grant is to "Jump Start" our efforts in addressing the middle two momentum points—Entry and Progress—which will help students realize their educational and career goals. Several of these important initiatives to be implemented improve first-year student outcomes through academic planning and implementation of a first-year seminar and e-learning quality.

Analysis of learning outcomes is primarily conducted within the Division of Academic Affairs. Assessment of student learning has been occurring in all courses and programs for decades, which has served the college well. Improvement of these systems has continued, alongside rapid growth, changes assessment requirements and changes in technology. As a result, learning assessment is now conducted under the guidance of an enhanced comprehensive plan and supported by the Quality Improvement Process. This plan considers ongoing assessment

activities and gaps in assessment, as it provides a framework for ongoing and cyclical assessment, reflection, and adaptation. Most importantly, the Student Learning Outcomes Assessment activities clearly align with the overall strategy for assessing institutional effectiveness.

The student learning outcomes assessment framework is organized around three main elements: (1) Institution Level Outcomes Assessments; (2) Program Outcome Assessment, and (3) Other Assessment Initiatives. In many cases, these main elements are assessed at the course level, but many other assessment programs are in place to provide a comprehensive picture. Each of these assessment cohorts has been designed with the overall assessment construct in mind, thereby fitting all of the pieces together to ensure an effective assessment of student learning, one that allows (a) time for analysis of data, (b) opportunities for faculty to propose changes, and (c) procedures for transparent communication of assessment results to the college community.

Other methods of assessing performance and evaluating progress include annual and biannual surveys, as well as studies and reports by which CSM compares itself to its peer institutions throughout the state and nation. Assessment of performance is measured in several ways: in trend data, which is available for all KPIs, MPAR, and IPEDS data; in comparative data with other institutions, also provided in MPAR and IPEDS data; and in data supplied by the Maryland Higher Education Commission (MHEC) and the Maryland Association of Community Colleges (MACC). Data are also used from college surveys and focus groups on student satisfaction, non-returning students, employee performance and satisfaction, graduate performance and satisfaction, and community use and perceptions. IPEDS provides national comparative data. When benchmarks are determined, they take into account "best-in-class" colleges and may be adjusted to recognize the unique characteristics of the region and college. When these data are not available, the college attempts to set benchmarks that are appropriate and competitive. The college's commitment to assessment and continuous quality improvement has been recognized both regionally and nationally. These efforts were highlighted in the awarding of the Maryland Quality Award, Silver, through the Maryland Performance Excellence program.

The college communicates its goals, outcomes, and effectiveness through many different formats and modes. Official college information regarding status and performance outcomes is communicated to employees through the following: the weekly employee newsletter, the Friday Report; the college's robust Intranet site, which is updated daily; the PIER QIC site; division, President's Council, and board retreats; College Convocation and pre-semester faculty meetings; State of the College presentations; Administrative Council meetings; and monthly coffee gatherings at each campus that are held separately by the president, the President's Council, and the VP of Academic Affairs. College progress and effectiveness are regularly communicated to the tri-county community through weekly releases of CSM Headlines News, daily press releases, the CSM Web site, CSM's public access channel, advisory council meetings, and the president's radio talk show. Other external communications outlets include CSM's Discover magazine; direct mail; Annual State of the College Reports by the president to funders, partners, and organizations; and postings by the CSM Community Relations office to social media outlets. The President's Council and Board of Trustees members routinely plan communication with local officials in accordance with an Advocacy Plan, first developed in 2012.

Issues Raised by MHEC Review of the College's 2014 Report
Responses to selected Performance Indicators

STEM credit enrollments (Indicator 35a.)

Commission Assessment: There have been declines in the College's credit enrollment in STEM programs over the past three cohort years. Please describe the strategies that the College intends to follow to achieve the projected benchmark of 37 percent growth in enrollment for the Fall 2015 cohort.

Campus Response:
The enrollments in STEM programs have trended down over the last few years; the college has several initiatives to increase enrollments. The college has various events to enhance student engagement, increase students' motivation in learning STEM subjects, and interest in pursuing STEM related careers and post-secondary education. Some events include Robotics Competitions, Regional Conferences, A Night of Engineering, and Engineer Like a Girl. CSM awards STEM scholarships which promote full-time enrollment and degree achievement to financially needy and academically talented students. In addition to financial support, CSM is forging local transfer and educational opportunities. The college and its many partnering universities, companies, and organizations enable students to stay in Southern Maryland and receive the top-quality education and training needed to work in STEM fields. The college also works with education leaders, the military, and private and non-profit sectors to improve, coordinate, promote, and develop STEM-related educational programs through the CSM's Institute for Science, Technology, Engineering, and Mathematics.

COMMUNITY OUTREACH AND IMPACT

The College of Southern Maryland communicates and serves the community in a variety of ways. For example, CSM semiannually administers public opinion surveys, The Pulse of Southern Maryland, on issues of high public interest, such as health care, economic development, voter confidence, and satisfaction with public schools. As a way of measuring its impact on the community, the surveys include a question about the respondent's perception of the college. In the last five polls, greater than 95% of respondents in the college's tri-county area reported that the college is a valuable resource for the community.

The College has expanded personal enrichment offerings and new partnerships that enable delivery of a wide variety of special interest topics, such as culinary arts, performing arts, and history courses for adult learners. In each of the three counties, driver education training was adopted by CSM and is now being taught for the high schools. The Kids' and Teen College 2015 summer program offered more than 200 summer courses at the three campus locations for children ages 5-15, with more than 2,500 enrollments. CSM has continued to expand its offerings of home school and year-round kids' Saturday classes and conferences. Many of these target gifted and talented children in the areas of math, science, engineering, and information technology.

CSM's Institute for Science, Technology, Engineering and Math (ISTEM), works with education leaders, the military, and private and non-profit sectors to improve, coordinate, promote, and develop STEM-related educational programs. ISTEM sponsors a variety of community outreach events and activities to enhance student engagement, increase students' motivation in learning STEM subjects, and interest in pursuing STEM related careers and post-secondary education. Over 2,000 people participated in the events which included a Robotics Competition, Job Fair, Career and College Readiness, and Women + Math and Student Success conferences.

The popular robotics team competition has gained national attention and attracts numerous community partners. During the CSM Robotics Competition, each team gives a technical presentation on their approach to the engineering challenge, their robot design and program, and their approach to its functionality. Robots are programmed to complete tasks both with driver-controlled play and a 20-second autonomous period. During the annual "Women + Math" conference, female pre-teen through college students from Calvert, Charles and St. Mary's counties receive hands-on insight into math and science fields by women who have excelled in their areas of expertise. Mentors include women who shared their formulas for success in such fields as pharmacy, cryptography, architecture, chemical engineering, mechanical engineering, and computer science.

CSM's Better Education Together initiative (BET) to strengthen pre K-16 continuity was launched in 2008 and has had a positive impact. BET is chaired by CSM's President and the three county school superintendents. Teams staffed with executives and student services personnel from both the college and the public schools explore problems and create solutions together that impact curricula and enhance post-secondary education.

CSM also hosts Tech Prep days at the La Plata campus for all three school districts to enable secondary students in tech prep programs to better understand how high school courses matriculate into associate degree programs. The college holds a Communication Day for teachers and students in high school communications classes to participate in speech contests and learn more about communication career opportunities. Additionally, CSM hosts a critique opportunity for students in Advanced Placement studio art classes to have their work critiqued by art faculty on campus.

The college has established a Diversity Institute to increase collaboration, bring diverse groups together working to develop support systems of inclusion, and provide service and leadership opportunities to help reduce conflict and build communities. The goal of the Institute is to empower the community by providing opportunities to understand cultural and social differences and to build open and honest communication. The Diversity Institute hosted the Unity in Our Community forum, "Shaping a Stronger Charles County Together", offered community members a unique opportunity to help identify the challenges and opportunities facing our community related to the rapidly changing demographics.

In addition to the Diversity Institute, the College created the Southern Maryland Nonprofit Institute. The Institute seeks to enhance the effectiveness of nonprofits through the provision of training, networking, and consultation services for nonprofit leaders, their staffs, board members, and volunteers. The Institute held training sessions, conferences, networking breakfasts, and

advocacy sessions throughout the region. The Institute also connects individuals seeking to become involved in the community with volunteer opportunities. Through its Volunteer Southern Maryland (VSMD) online database, CSM links volunteer opportunities with individuals. Currently VSMD has more than 60 agencies registered in its database.

CSM also serves as a cultural center for the area, through the Fine Arts Center, Tony Hungerford Memorial Art Gallery, and Walter Grove II Memorial Art Gallery at the La Plata Campus, the Ward Virts Concert Series, through the Connections literary readings and magazines, and the free summer performances on all three campuses including Chautauqua and Twilight Performance series and fine arts offerings in multiple venues throughout the region. Over 30,000 people attended cultural and community arts events. The college's efforts to bring arts to the Southern Maryland region include the Literary Connections series and the Ward Virts concerts as well as the annual Jazz Festival and a Latin Music Festival that provides workshops for high school students and sessions with renowned musicians for community members. In 2005, CSM received the donation of a concert grand piano in memory of a talented concert-trained pianist who had grown up in Southern Maryland and had begun an annual series of concerts. The Ward Virts concert series, sponsored by private donors, is held six times a year at the Prince Frederick Campus and features nationally and internationally acclaimed performers.

Throughout the academic year the CSM Communication, Arts and Humanities Department brings many performances to the community, with an attendance of more than 6,257 for the season. Now in its sixth season, the Cause Theatre program travels to all three campuses and produces challenging and timely theatre pieces that address social and health issues. This program provides a unique forum in which audience members are encouraged to consider how subtle and not-so-subtle attitudes and behaviors affect experiences and actions.
CSM created learning experiences and support services to meet the needs of distinct groups of the community. For the seventh consecutive year, CSM has offered free community forums, a Friday Night Lecture Series and a summer Twilight Concert Series, both free and open to the public, supported by the CSM Foundation, private sponsorships and grants. In support of the Maryland Humanities Council, CSM hosts Chautauqua each July, featuring visits with historic figures during the summer at each of its campuses. Open houses are held at all four CSM locations in the tri-county service area to familiarize the community with the programs offered by the college.

The CSM Center for Civic Engagement and Service-Learning works to strengthen the community through experiences centered on service-learning, volunteerism, and civic engagement. The center offers ongoing support to faculty, students, and non-profit partners, professional development opportunities (training and technical assistance), and specialized leadership and service programming for students. This year more than 350 students participated in service learning opportunities through their coursework.

Accountability Indicators- See data tables

COST CONTAINMENT

Action	Amount
Bidding landscaping services	$100,000
Bidding tractor-trailer lease	$2,088
Utilized local government contracts for propane purchases	$6,000
Obtaining Energy Efficiency Rebates:	
Purchase of 2 chillers	$40,000
LED lighting upgrades	$8,100
Implementing paperless processes	
Copier usage	$1250
Printing	$10,335
Modified summer work schedules allowing earlier building shutdowns	$21,300
Utilizing purchase cards eliminated issuing checks	$3,780
Scaled back exhaust fans when science building unoccupied	$4,000
Purchased motor oil in bulk containers	$500
Implemented cellphone stipends for bring your own phones	$5,568
Use of P-cards reduced the number of checks issued	$3 780
Total	
	$206,701

COLLEGE OF SOUTHERN MARYLAND
2015 ACCOUNTABILITY REPORT

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	61.9%	63.0%	62.2%	63.3%
B.	Students with developmental education needs	49.2%	47.9%	73.2%	65.2%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	35.0%	34.9%	33.2%	27.6%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	7	28	30	21

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	18.9%	21.7%	21.2%	22.6%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	29.7%	32.7%	33.3%	38.9%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	63.0%	56.2%	56.9%	55.9%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	5.1%	5.3%	5.7%	5.8%
	b. Black/African American only	23.8%	25.3%	24.6%	25.6%
	c. American Indian or Alaskan native only	0.6%	0.6%	0.6%	0.5%
	d. Native Hawaiian or other Pacific Islander only	0.4%	0.5%	0.4%	0.3%
	e. Asian only	2.4%	2.4%	2.5%	2.7%
	f. White only	61.9%	60.0%	59.3%	57.8%
	g. Multiple races	4.2%	4.3%	5.0%	5.0%
	h. Foreign/Non-resident alien	0.3%	0.4%	0.4%	0.4%
	i. Unknown/Unreported	1.4%	1.2%	1.6%	1.8%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$17,794	$19,138	$21,521	$19,005
	b. Median income three years after graduation	$42,870	$48,212	$45,612	$45,632

Goal 1: Quality and Effectiveness

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	92.0%	95.0%	95.7%	96.6%	**95.0%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	61.0%	62.9%	59.4%	61.3%	**64.0%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	44.8%	44.1%	48.3%	49.6%	**48.0%**
	b. College-ready students	57.0%	57.1%	58.0%	59.2%	**63.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	48.9%	43.3%	43.4%	43.2%	**54.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	78.1%	79.7%	80.0%	78.8%	**85.0%**
	b. Developmental completers	74.4%	81.4%	77.6%	78.4%	**78.0%**
	c. Developmental non-completers	53.1%	43.6%	48.4%	45.3%	**Not Applicable**
	d. All students in cohort	74.5%	77.4%	76.5%	75.8%	**79.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	59.1%	56.2%	59.8%	59.2%	**67.0%**
	b. Developmental completers	44.9%	49.1%	48.7%	46.7%	**54.0%**
	c. Developmental non-completers	29.2%	25.5%	35.8%	34.9%	**Not Applicable**
	d. All students in cohort	51.5%	51.8%	54.1%	53.2%	**59.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7	Licensure/certification examination pass rates					
	a. Nursing License Exam (NCLEX) - RN	81.9%	90.5%	94.6%	86.8%	**90.0%**
	Number of Candidates	94	63	112	68	
	b.Nursing License Exam (NCLEX) - LPN	n/a	100.0%	100.0%	100.0%	**98.0%**
	Number of Candidates	0	7	2	9	

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8	Percent of expenditures					
	a. Instruction	44.3%	45.6%	44.0%	43.1%	**47.0%**
	b. Academic Support	8.1%	8.3%	9.1%	8.3%	**8.7%**
	c. Student Services	7.9%	7.9%	7.9%	8.4%	**8.3%**
	d. Other	39.7%	38.2%	39.0%	40.2%	**36.0%**

Goal 2: Access and Affordability

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	26,101	27,113	27,272	25,052	**26,000**
	b. Credit students	12,468	12,722	12,901	11,924	**13,000**
	c. Continuing education students	14,520	15,333	15,342	13,900	**14,000**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	56.4%	61.0%	61.2%	59.3%	**60.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	74.4%	74.8%	75.6%	74.7%	**73.0%**

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	62.3%	62.2%	66.7%	69.9%	**67.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	16,812	18,959	20,748	20,311	**15,000**
	b. Continuing Education	983	1,430	1,638	1,466	**850**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	305	236	252	336	**260**

		FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	50.5%	50.7%	50.4%	49.8%	**50.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	4,768	5,205	5,112	5,345	**4,200**
	b. Annual course enrollments	9,752	10,862	10,845	10,418	**7,900**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	123	151	75	56	**40**
	b. Annual course enrollments	139	175	84	63	**40**

Goal 3: Diversity

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	37.1%	39.0%	39.5%	40.9%	**35.0%**
	b. Percent nonwhite service area population, 18 or older	32.8%	33.3%	33.9%	34.8%	**Not Applicable**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19	Percent minorities of full-time faculty	18.2%	18.9%	21.5%	22.2%	**17.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff	20.9%	23.5%	26.7%	27.1%	**21.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	60.4%	65.1%	73.1%	65.1%	**73.0%**
	b. Asian, Pacific Islander	n < 50	92.5%	n < 50	n < 50	*
	c. Hispanic	n < 50	n < 50	n < 50	74.1%	*
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	41.4%	46.2%	55.1%	45.3%	**53.0%**
	b. Asian, Pacific Islander	n < 50	66.0%	n < 50	n < 50	*
	c. Hispanic	n < 50	n < 50	n < 50	61.1%	*
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

Goal 4: Student-Centered Learning

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
23	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	79.3%	83.4%	83.3%	n/a	**80.0%**
	b. Mean GPA after first year	2.68	2.78	2.81	n/a	**2.71**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	**Benchmark Alumni Survey 2014**
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	85.0%	80.8%	75.0%	75.4%	**80.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	**Benchmark FY 2015**
25	Associate degrees and credit certificates awarded					
	a. Career degrees	246	302	314	283	**320**
	b. Transfer degrees	575	688	768	932	**620**
	c. Certificates	377	482	614	621	**570**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	**Benchmark Fall 2014 Cohort**
26	Fall-to-fall retention					
	a. Pell grant recipients	43.0%	39.3%	39.5%	40.5%	**48.0%**
	b. Non-recipients	56.1%	58.0%	58.9%	58.9%	**63.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	**Benchmark Fall 2015**
27	Education transfer programs					
	a. Credit enrollment	422	414	369	337	**450**

		FY 2011	FY 2012	FY 2013	FY 2014	**Benchmark FY 2015**
	b. Credit awards	41	48	44	45	**55**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	**Benchmark Alumni Survey 2014**
28	Percent of full-time employed career program graduates working in a related field	85.7%	86.5%	80.0%	87.5%	**83.0%**
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	81.0%	78.0%	77.3%	96.4%	**80.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	**Benchmark FY 2015**
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	9,849	10,278	10,464	8,806	**10,000**
	b. Annual course enrollments	13,308	15,115	14,570	12,877	**13,500**
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	6,179	6,320	6,165	5,935	**6,490**
	b. Annual course enrollments	7,481	8,269	7,597	7,395	**7,750**
32	Number of business organizations provided training and services under contract	157	66	84	56	**88**
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	4,065	4,331	5,047	3,951	**4,060**
	b. Annual course enrollments	5,539	6,974	7,000	6,294	**5,640**
34	Employer satisfaction with contract training	95.0%	100.0%	100.0%	100.0%	**100.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35	STEM programs					
	a. Credit enrollment	2,297	1,902	1,710	1,695	**2,350**
		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	212	258	339	313	**260**

COMMUNITY COLLEGE OF BALTIMORE COUNTY

MISSION

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

INSTITUTIONAL ASSESSMENT

The performance accountability report structure was developed when the 2009 State Plan for Postsecondary Education was in place. Since that time the "Maryland Ready 2013-2017 Maryland State Plan for Postsecondary Education" has been adopted. Throughout this narrative, CCBC will address its progress on the 35 indicators established under the 2009 Plan, but will pay attention to new State goals identified in the 2013-2017 State Plan.

Student Characteristics
CCBC serves a diverse student population. Understanding the unique characteristics of the student body assists in understanding the college mission, the context of our progress toward benchmark goals and in successfully reaching benchmark goals.

The majority of CCBC's student population attends part-time (Ind. A). There has been an increase in the percent of part-time students in each of the last 3 fall terms; with the highest percent of part-time students attending this past fall (68.4%). Approximately seventy-six percent (75.8%) of first-time students required at least one developmental education course in Fall 2014 (Ind. B). This represents a 3.2 percentage point decrease from the previous year and a 4.4 percentage point decrease from Fall 2011. The number of students enrolled in English as a Second Language (ESOL) courses has increased over the past two fiscal years (Ind. D). In fiscal year 2014, 2,528 students enrolled in ESOL courses. This represents a 7% increase in enrollment from fiscal year 2013. The number of students receiving Pell grants and other types of financial aid slightly decreased in fiscal year 2014 (Ind. E). The racial and ethnic distribution of the student population continues to become more diverse with the number of students of color continuing to increase in Fall 2014 while the number of white students decreased. The number of foreign students has remained similar to Fall 2013 (Ind. G).

CCBC students who persist and graduate, despite facing challenges such as financial hardships and language barriers, experience the benefit of increased income. Occupational program graduates increased their income more than 40% three years out from graduation when compared to their income one year prior to graduation (Ind. H).

Summary Progress
CCBC has had continued success in reaching benchmark goals throughout this PAR cycle and the past academic year. CCBC has met or exceeded the benchmarks set for the following indicators (or parts of multi-faceted indicators): graduate satisfaction with educational goal achievement (Ind. 1), graduation-transfer rate after four years for college-ready students (Ind. 6a), a number of licensure/certification examination first-time pass rates (Ind. 7), percent of

expenditures (Ind. 8b,c), market-share of recent, college-bound high school graduates (Ind. 12), annual enrollment in online courses (Ind. 13a,b), high school student enrollment (Ind. 14), minority student enrollment (Ind. 18a), percent minority full-time faculty (Ind. 19), associate degrees and credit certificates awarded (Ind. 25a,b,c), percent of full-time employed career program graduates working in a related field (Ind. 28), providing training for business organizations (Ind. 32), employer satisfaction with contract training (Ind. 34) and STEM awards (Ind. 35b).

Additionally, CCBC is nearly at the established benchmark for the following indicators: percent of expenditures on instruction (Ind. 8a,d), annual course enrollments in continuing education community service and lifetime learning courses (Ind. 16a,b), and graduation/transfer rates for Hispanic students (Ind. 22c).

State Plan Goal 1: Quality and Effectiveness
CCBC graduates are highly satisfied with their educational achievements at the college. Ninety-eight percent of graduates reported satisfaction with their educational goal achievements on the most recent Alumni Survey (Ind. 1). This is the highest rate of satisfaction reported since 2002 and exceeds the benchmark goal. On the Non-Returning Student Survey sixty-five percent (65%) of students reported that they were completely or partly satisfied that their educational goal had been reached (Ind. 2). This survey is administered to students enrolled in the Spring 2013 term and had not achieved a formal award nor enrolled in the subsequent fall term. This percentage is below the 70% benchmark; however, of those surveyed the most frequent reason given for students not achieving their goal was that they failed to earn sufficient credits, often due to work demands or loss of financial aid.

The percentage of students completing developmental education requirements after four years decreased in the Fall 2010 cohort (Ind. 4); however, retention of developmental students increased over the previous cohort (Ind. 3a). In Fall 2010 the number of students requiring developmental courses reached 81% (Ind. B), the highest percentage for entering students. Factors including multiple subject area needs (English, reading, math) and multiple levels of remediation (up to three levels in math and two each in English and reading) have negatively impacted the successful completion of developmental education for these students. Fall-to-fall retention for college-ready students has remained steady over the past four years (Ind. 3b).

The percentage of students successfully persisting after four years increased for college-ready students (Ind. 5a). Successful persister rates for both developmental completers and non-completers decreased from the previous cohort (Ind. 5b,c). Persister rates for the cohort overall remained practically unchanged from the 2009 cohort to the most recent 2010 cohort. Sixty percent of students were persisting after four years for the Fall 2010 cohort. This represents an 11% gap between the most recent performance and the benchmark (Indicator 5d).

College-ready students, in the Fall 2010 cohort, graduated or transferred at a higher rate compared to previous cohorts. Sixty-two percent (61.7%) of college-ready students graduated and/or transferred in the Fall 2010 cohort (Ind. 6a). This is the highest percent of graduation or transfer activity among college-ready students in 4 years. The number of developmental

completers and non-completers graduating or transferring after four years decreased approximately 2 percentage points from the 2009 cohort (Ind. 6b,c).

CCBC offers 14 credit academic programs requiring external licensing and/or certification upon completion of the program. Two of the fourteen programs require graduates to take and pass 2 separate exams to obtain licensure or certification. Program completers continue to perform well on the external testing as evident in Indicator 7. Eight of the fourteen programs reported 90% or more of first-time test takers passing the exams on their first attempt in FY2014. Four programs reported 100% of first-time test takers passing the exam on their initial attempt in FY2014. Four programs reported an increase in their pass rate from FY2013 to FY2014 (Ind. 7f,j,k,n). The Dental Hygiene and Practical Nursing programs have both boasted a 100% pass rate two years straight. Six of the fourteen programs have reached or surpassed their benchmark goal.

Radiation Therapy experienced a decrease in the percent of students passing the external license exam on the first try in FY14. The Radiation Therapy Class of 2014 was comprised of nine students. Six of the nine students passed their boards on their first attempt resulting in a 67% first time pass rate (Ind. 7l). This is the lowest pass rate for this program in 4 years. One issue the program staff identified as a contributing factor to the decrease was that two of the students who failed were students returning to the program. Following this experience, the program re-evaluated its re-admittance policy and implemented changes. Returning students will no longer begin where they left off in the program. The program will provide a solid plan of action for completion upon the students return and the student will be required to obtain approval from the re-admission committee to rejoin the program. The changes appear to be successful. The class of 2015 has already shown improvement with a 91% pass rate.

Both the EMT Basic and Paramedic programs experienced notable decreases in the percent of successful first time licensure/certification test takers. EMT program staff worked to explore and identify potential reasons for the decrease and develop action steps. First, the curriculum that Maryland colleges use for EMT is based on a national curriculum, but there is a lot of emphasis locally on the "Maryland Protocol" throughout the program. The Maryland Protocol is required for students to practice in Maryland, but is not tested on the National Registry Examination; the external licensing exam. Steps are being taken both at the state level, and in the CCBC program to try to rectify the problem, resulting in a better preparation among students for the National Registry Examination. Additionally, a computer-based test was used for state certification for the first time in FY15, replacing the pen and paper testing. CCBC program staff believes students were not as comfortable with the computer-based testing as they were with the pen and paper model. The program staff is currently exploring methods to improve preparation for the computer-based test with the goal of increasing student success.

CCBC continues to focus the majority of its expenditure dollars in the instructional area (Ind. 8a). Expenditures in instruction, academic support and student services have increased by $3.1 million in FY2014. CCBC has met the benchmark goal for percent of expenditures on academic support and student services (Ind. 8b,c) and is in reach of the benchmark set for percent of expenditures on instruction and "other" items.

The percentage of students satisfied with their preparation for transfer remains at 77%, just below the 80% satisfaction benchmark (Ind. 24).

CCBC awarded 3,219 degrees or certificates in FY2014. A 20% increase over FY2013 and a 38% increase since FY2011 (Ind. 25). CCBC has surpassed the benchmark goal set for career degrees and transfer degrees the past three fiscal years, and certificates the past four fiscal years.

Fall-to-fall retention for Pell grant recipients remained steady from the Fall 2012 cohort (Ind. 26a). Retention for non-recipients has increased in the Fall 2012 cohort (Ind. 26b). The continued retention for the Pell population may be a result of implementing Satisfactory Academic Progress (SAP) regulations. Students who are persisting are familiar with the requirements and successfully meet the requirements and remain enrolled.

The number of credit enrollments in education transfer programs remained relatively unchanged from Fall 2013 to 2014 however enrollment decreased from Fall 2011. The number of credit awards (program completers) also decreased (Ind. 27). The enrollment decrease in teacher education programs follows the nation-wide trend of declining number of students pursuing teacher education. Nation-wide enrollment in teacher education programs decreased 30% between FY09 and FY13. Less job security (as state and local education budgets shrink), teacher layoffs, cuts in salaries and benefits and weakened bargaining rights in some states are credited as contributors to this decline.

State Plan Goal 2: Access, Affordability and Completion
Similar to the enrollment environment throughout Maryland colleges, CCBC continued to experience some decline in enrollment in FY14 (Ind. 9). Credit enrollment decreased 4% in fiscal year 2014 while continuing education enrollment increased by 1%. Financial constraints stemming from the economic collapse several years ago continue to impede students and as the economic environment slowly improves, students are choosing to enter or re-enter the workforce over enrolling in college courses. The number of credit students enrolled in FY2014 (33,064) is just under the benchmark goal of 34,500 by FY2015.

CCBC's market share of first-time, full-time freshman and market share of part-time undergraduates decreased in Fall 2014 (Ind. 10 & 11) while the market share of recent, college-bound high school graduates increased to 60.3% (Ind. 12). CCBC met the benchmark for recent, college bound high school graduates.

Credit online enrollment decreased in FY14 similar to overall enrollment (Ind. 13a). However credit online enrollment well surpassed the benchmark each fiscal year in this reporting cycle. Continuing education online enrollment decreased in FY2014 however it continues to boast healthy enrollment, surpassing the benchmark each reporting year of this PAR cycle (Ind. 13b).

High school enrollment at CCBC grew 30% in Fall 2014 (Ind. 14). The opportunities CCBC has been able to offer high school students through the implementation of the College and Career Readiness and College Completion Act of 2013 has enabled many more high school students to earn college credit while still attending high school. Under this Act, Baltimore County Public School (BCPS) students receive a 50% discount on tuition at CCBC. BCPS covers the other 50%

of tuition at CCBC for up to 4 credit courses. These early college opportunities are both academically and financially beneficial to students and their families.

CCBC tuition and fees as a percent of Maryland public, four-year institution tuition and fees remained relatively stable in FY2015 but are above the benchmark goal of 46.0% (Ind. 15). As only one of the college's three major revenue sources, efforts to maintain lower tuition and fees are dependent upon at least level funding from the state and Baltimore County. [Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level

Continuing Education offerings experienced some change in enrollment also. Unduplicated headcount, in community service and lifelong learning courses, increased in FY2014 (Ind. 16a) representing the third year of increase. This unduplicated headcount is in reach of the benchmark. Course enrollment in continuing education in community service and lifelong learning courses decreased slightly in FY2014 (Ind. 16b). Headcount and course enrollment in basic skills and literacy courses increased (Ind. 17a,b) over the past year. The demand for ESOL training contributed to this continued increase in FY14.

CCBC has been successful in increasing its number of graduates and the number of degrees and certificates awarded over the past several years. CCBC exceeded the benchmarks for awards earned (Ind. 25a,b,c). The total number of associate degrees awarded during FY 2014 is 55 degrees more than the benchmark established in 2010 at the start of this accountability cycle. The number of certificates awarded reached a new institution high of 1,199 and well surpasses the benchmark. The increases in both degrees and certificates are attributed to the enrollment increases of a few years ago and college efforts to guide students to program completion efficiently. The success of these students soundly supports the current State Goal 2 and aligns with the state's initiative to increase the number of Maryland residents with a college education.

State Plan Goal 3: Diversity
CCBC continues to provide educational opportunities to a diverse group of students. The percent of nonwhite enrollment increased to 54% in Fall of 2014 (from 52% in Fall of 2013) (Ind. 18a). The percent of the service area population that are 18 years or older and nonwhite increased also but at a smaller rate than nonwhite enrollment at the college (18b.).

In response to the growing diversity in the student population CCBC continues to increase the number of full-time faculty identified as minority. Over the past two years CCBC increased the percent of minority full-time faculty, surpassing the established benchmark in Fall 2014 (Ind. 19). CCBC also focused on increasing the number of full-time administrative and professional staff identifying as minority. However due to changes in the reporting categories the percentage of minority full-time administrative and professional staff has remained close to the 30.0% over the past few years and decreased slightly in Fall 2014 (Ind. 20).

Over 75% of Asian, Pacific Islander and over 60% of Hispanic students are successfully persisting after four years (Ind. 21b,c); consistent with the previous 3 years. In the Fall 2010 cohort 49% (48.8%) of African-Americans are successfully persisting after four years. This represents a decrease from the Fall 2009 cohort (Ind. 21a) and the largest gap between actual performance and the benchmark.

The percent of Hispanic students graduating or transferring after four years remained flat from the Fall 2009 to 2010 cohort (Ind. 22c) and is near the benchmark goal. The graduation-transfer rate for African-American students increased slightly from Fall 2009 (Ind. 22a). The gap between the performance for the Fall 2010 cohort for African American students and the benchmark goal is nearly 5 percentage points. Culturally Responsive Training (CRT), developmental course acceleration, financial literacy, expansion of grants and scholarships and the Male Student Success initiative have been developed to close achievement gaps.

State Goal 4: Innovation
CCBC is a leader in innovative learning strategies that drive student success. CCBC is making considerable impact on the national and state Completion Agenda to significantly increase the number of degree, certificate and credential completers. An, Achieving the Dream Leader College, CCBC was recently recognized with the organization's prestigious Leah Meyer Austin Award for its dramatic improvements in student outcomes. CCBC was one of the only two colleges to receive this recognition.

Innovation is a new State Goal. Currently there are no specific indicators to measure this goal. However, as a leader in innovation CCBC will offer a new program for Fall 2015, CCBC Academic Pathways. Academic Pathways are designed to help students meet academic and career goals offering simplified, streamlined course selection tracks. The tracks help students make decisions on which courses to take and the sequence of courses, staying on track to completion.

Starting in Fall 2015, all incoming students to CCBC will be grouped into one of five Pathways. The five are: (1) Pre Allied Health (2) Business, Law and Criminal Justice, (3) Technology and Science, (4) Behavioral and Social Sciences, and (5) Arts and Humanities.

Students will continue to have an academic major, and all majors will be linked to a Pathway. If, for example, a student is an Automotive major, they will be in the Technology and Science Pathway. If a student is a Music major, they will be in the Arts and Humanities Pathway. If a student is a Pre-Nursing student, they will be in the Pre-Allied Health Pathway. These are just a few examples.

One main feature of the Pathways is a specialized orientation. Here students will learn important introductory information about their Pathway and major including information on course selection and transfer and career options available to them. Advice and help concerning the required placement exams is also provided.

All students starting college at CCBC enroll in the ACDV 101 (one-credit class) during their first semester. Now, the ACDV 101 course will be specialized by the Pathway program. For example, a student in the Pre-Allied Health Pathway will enroll in an ACDV 101 class with students who share their general interest. Many of the topics and examples will be about learning how to succeed in the Allied Health program, and about their career and transfer options for that field; including what you have to do to be accepted into one of CCBC's selective entry Allied Health programs. That is just one example.

Each campus will hold a Welcome event for students in Pathways, at the beginning of the semester. The students will meet many of their professors and fellow students, enjoy activities, and learn more about their program of study.

Each Pathway will have a clear and simplified course selection map. Students will receive customized advice about which courses to take, and in what sequence, so that they can move quickly along on their Pathway to transfer, completion and/or to a job in their field of study. For most students, attending CCBC full-time, it will be possible to graduate in just four or five semesters, earning an Associate's degree, and move into a job in their chosen field or to transfer to another institution.

The Pathways will also have activities inside and outside of the classroom, designed to help students succeed in classes, and to achieve transfer and/or career goals. These activities include Career and Transfer Days, guest speakers, field trips, service learning, supplemental instruction opportunities, etc.

In future PAR reports the impact of these Pathways will be described.

State Goal 5: Economic Growth and Vitality
Similar to the decline in overall enrollment, continuing education also experienced decreases in enrollment. While headcount grew in workforce development courses, the number of course registrations dropped in Fall 2014 (Ind. 30a,b). Students continued to seek workforce development courses however the demand for multi-course sequences decreased resulting in students taking less courses this past year. Headcount and course registrations decreased over the past year for continuing professional education leading to government or industry-required certification or licensure (Ind. 31a,b). A decline in the number of individuals seeking certification and re-certification as child care workers, CPR certification and HIPAA training contributed to this decrease. Additionally, the number of students in some allied health programs declined due to rescission of federal funds that would have paid for the training. And finally, the lingering effects of the recession were reflected in a continued decline in the related instructional program for apprentices in the construction trades.

Despite experiencing a decrease in the number of businesses trained in FY2014 CCBC continues to exceed the benchmark for the number of businesses receiving contract training for the third year in a row (Ind. 32). While the headcount of students enrolled in contract training remained relatively the same over the past year, the number of course registrations decreased (Ind. 33a,b) as some employers/agencies take on fewer new clients and/or employees. In addition, registrations declined as employers/agencies purchased fewer courses for their constituents.

Employers participating in the contract training reported high levels of satisfaction with services provided by the college over the past 4 years, reaching 99% satisfaction in FY2014 and exceeding the benchmark (Ind. 34).

Credit enrollment in STEM programs continues to remain relatively stable (Ind. 35a). The CCBC surpassed the benchmark goal for credit STEM awards each year since FY2012 (Ind. 35b).

State Goal 6: Data Use and Distribution
Colleges and Universities are moving into the second year of MHEC's MAC2 reporting system. Institutions submit files reporting information on enrollment, student demographics, completion, course enrollment, financial aid and employee demographics under the MAC2 system. MHEC is beginning to provide feedback to individual institutions based on the files submitted over this past year. As feedback continues to be provided to institutions and additional files are submitted over the next year, MHEC and Maryland higher education institutions will need to participate in open communication regarding file content, data usage, and the impact on policy decisions to ensure the file content is useful and can assist in meeting State Goal 6.

Issues Raised by MHEC Review of CCBC's 2014 Report

Successful Persister Rate and Graduation-Transfer Rate for African American Students (Indicator 21a,b).

Commission Assessment: The College had seen fluctuations both in its successful-persister rate and graduation-transfer rate for African American students between the Fall 2006 and Fall 2008 cohorts, with substantial increases projected for the Fall 2009 cohort, yet these benchmarks were not met for 2009. Please explain what may have contributed to the unmet benchmark and any steps the College has taken or intends to take to restore rates.

The 2009 and 2010 African-American student cohorts spent its critical first two years at the College at a time when our Student Success reforms had not yet been scaled up. We anticipate that later cohorts will more fully experience the impact of those scaled-up programs, such as Developmental Education Acceleration, and the African-American Male ACDV sections. In addition, our Culturally Responsive Teaching Program has been significantly scaled up, and now affects many more faculty members. Finally, our faculty composition has continued to become more diverse.

The 2009 and 2010 cohorts also entered the College at the time of our maximum enrollment, at the lowest points of the unemployment cycle. Many of those students were more marginally attached to the College than earlier or later applicants. As the economic and demographic profile of Baltimore County has continued to change, more of our African-American students come from poverty-level incomes, and are deeper in poverty than was the case before. This is also reflected in a deepening of the developmental education gap between white and African-American students at the College.

A valuable step the college has taken to restore success rates for African American students is joining the Minority Male Community College Collaborative (M2C3) National Consortium on College Men of Color. The consortium is designed for community colleges who are interested in sharing their efforts and learning new strategies for enhancing the completion success of men of color.

STEM Credit Awards (Indicator 35b).

Commission Assessment: The College has demonstrated substantial growth in credit awards for STEM programs over the past several years, and has exceeded its benchmark goal. Please discuss the factors underlying this increase and whether the College expects these trends to continue in the future.

Much of the success and growth in the number of STEM credit awards can be attributed to efforts and goals of the STEM Initiative and Liaison program. Now in its sixth year, these efforts can claim significant progress in meeting the needs of today's students in preparing them for tomorrow's STEM workforce. Our comprehensive initiative includes job preparedness and career service strategies for STEM business sectors and preparing students for transfer to STEM academic programs.

Specific components of the STEM Initiative include:

- STEM Scholarships- Through external and internal funding sources, CCBC provides scholarships to full-time students enrolled in STEM associate degree programs.
- A Society of STEM Scholars- This student-led academic organization is dedicated to providing information to students regarding careers in STEM, opportunities for students to network with professionals in STEM fields and venues to enable STEM students to interact with each other.
- A STEM Advisory Board- The board consists of CCBC STEM faculty and staff, as well as external members of the STEM community from businesses, Baltimore County Public Schools and local universities. The board helps develop and expand annual outcomes for CCBC's emerging STEM initiative.
- STEM Programs- CCBC offers an expansive list of STEM and STEM related academic programs.
- STEM Enrichment- CCBC also provides an extensive list of STEM and STEM-related enrichment activities for students and members of the community.

Additionally, CCBC is a founding member of the Baltimore County STEM Alliance (BCSA), a cross-sector organization that centralizes, communicates and aligns STEM initiatives around and for Baltimore County.

COMMUNITY OUTREACH AND IMPACT

External outreach is an important part of a community college's mission and one of CCBC's four Strategic Directions. To that end, the leadership team at CCBC encourages all areas of the college to actively promote and practice Community Engagement, illustrating the value the college places on community support, respect, commitment and engagement. With both campus and college based outreach efforts, CCBC has a huge footprint within each of the communities it serves as well as a large county and regional presence.

In addition to the high level engagement activities that are a natural part of the Offices of the President and the Vice President of Institutional Advancement, Baltimore County citizens and

citizens of the surrounding region benefit from various events hosted on CCBC campuses as well as the college's participation in various community events.

In December of 2014, the CCBC Foundation hosted its annual Holiday Lights welcoming more than 200 faculty, staff, alumni and community members to the CCBC Catonsville Campus to tour the beautifully decorated historic Hilton Center while bringing awareness to its restoration efforts. Prior to that, in November of 2014 approximately 100 alumni returned to our Essex campus to kick off the holiday season at our Alumni Holiday Reception.

In May of 2015, CCBC's Institutional Advancement Office continued its outreach and community engagement efforts by hosting 400 graduates and their families at its annual graduate FunFest picnic on the CCBC Essex campus, celebrating the success of more than 2,500 graduates who earned a degree or certificate. Later that year, the CCBC Foundation hosted two golf tournaments in September in the Catonsville and Essex communities garnering the support and participation of more than 100 golfers respectively.

Among these events, CCBC also host quarterly meetings with its twenty-three Corporate Connect partners who are actively engaged in the life of the college by mentoring students on professional etiquette like dressing for success, sharpening your interview skills, and building your resume.

In Fall 2014 and Spring 2015, the CCBC Catonsville campus hosted several 5K races working with a variety of fundraising partners: the PKU 5K through the Maryland Alliance of PKU families, the Purple Stride 5K for pancreatic cancer, the Mt. de Salles 5K for the Wounded Warrior project and the annual American Cancer Society Relay for Life. Several hundred community members participated in each event on the campus.

The Catonsville High School Honor Society hosted their annual induction at CCBC Catonsville in the ARTS building. Approximately 200 elementary school children participated in an 8-week summer camp, Camp Heritage, located on the campus. Children experienced life on the campus, with daily activities including drama, theater, dance, swimming, sports and a host of other events. In addition, the Upward Bound program hosted a summer school program on the campus for 50 high school students whom are to attend college-level classes and live on the UMBC campus.

The Women's Expo partnered with CCBC Catonsville to hold an annual event in the college gym, with 200 exhibitors displaying a variety of informational items to the public. The event, held in March 2015, was well-attended by community members.

CCBC Catonsville participated in a food recovery program, which involved recovering unused food from campus catered events throughout the year, and delivering the leftover food to the Catonsville Emergency Men's Shelter located on the grounds of Spring Grove Hospital Center. Over 1,400 pounds of recovered food items were donated throughout the year. CCBC Catonsville also participated in the annual Catonsville 4th of July parade, proudly displaying an award-winning parade float. Numerous CCBC faculty, staff and their children walked in the parade.

The annual CCBC Catonsville Golf Tournament held at the Rolling Road Golf Club brought approximately 150 community members together raising scholarship awards for the Catonsville Athletics programs. The Catonsville campus also hosted a holiday open house and tour in the historical Mansion, attended by 200 community members and their children in December. The campus collected money to provide holiday gifts for the Children's Home of Catonsville.

The Catonsville Campus Director remains active on the Board of the Catonsville Chamber of Commerce and is a member of the Education committee, with a major role in planning and hosting the Chamber's annual Outstanding Teacher Awards dinner. The CCBC Catonsville Campus Director is also a member of the Arbutus Business and Professional Association.

In fiscal year 2015, the CCBC Essex campus hosted many external groups and organizations in addition to establishing new activities and initiatives to support the community. After a successful pilot at CCBC's annual Professional Development Conference, the CCBC Essex Sustainability Committee partnered with other CCBC groups on a Food Recovery Program for major college events. Started in August of 2014, this program coordinates faculty, staff, and student volunteers to collect excess food from large campus and college events. Food from CCBC Essex campus events is provided to the Eastern Family Resource Center. These efforts are the beginning of CCBC becoming an official chapter of the Food Recovery Network, an organization dedicated to reducing waste of perishable food items generated by colleges and universities.

CCBC Essex participated in or hosted multiple community activities during the fall semester. In September 2014, CCBC Essex sponsored the Gunpowder Valley Conservancy's (GVC) Evening at the Farm Fundraiser event. Eight faculty and staff members from across the campus attended the event supporting the GVC's various environmental programs. The evening also provided a networking opportunity between CCBC Essex faculty and staff and the GVC staff to develop new partnerships involving students supporting the GVC's efforts in the Gunpowder River Watershed. In October 2014, the CCBC Essex Campus Festivus committee sponsored Breast Cancer Awareness Day on campus for the first time. The event sold ribbons to passersby and raised $300 which was donated to the American Cancer Society. In November 2014, CCBC Essex hosted the Boots to Suits Seminar specifically geared toward helping veterans transition from the military into college. Also in November, CCBC Essex hosted the yearly Franklin Square/Baltimore County Drive-Thru Flu Shot Clinic at CCBC Essex. This event regularly brings hundreds to thousands of community members to campus to get flu shots for the coming season. The CCBC Essex Campus Festivus and Community Affairs Committees established a new relationship with the Eastern Family Resource Center by collecting winter gloves, hats, and scarves for families residing in the center in December 2014.

In May 2014, faculty and staff from CCBC Essex, in partnership with IKEA, participated in Bike-To-Work Day, a regional event that promotes biking in the Baltimore area. In Spring 2014, Jaime Alvarez, as secretary and board member of the Chesapeake Chamber of Commerce, joined the regular meeting of the chamber's past presidents to coordinate the Eastside Economic Development Forum to be hosted on July 29th, 2015. This group met regularly over the first half of 2015 to determine membership incentives for new and existing chamber members and has

been working to reestablish the chamber's significance on the east side of Baltimore County. Mr. Alvarez investigated the possibility of connecting student class projects to the promotional needs of the chamber. Discussions are underway with the college's Digital Media Production Program to support digital media development for the chamber's website. The Essex Campus Director, Jaime Alvarez, will continue to actively serve in local community groups and work to establish future relationships and partnerships on the east side of Baltimore County.

CCBC Dundalk had the pleasure of participating in and hosting various community events during fiscal year 2015. CCBC Institutional Advancement partnered with the Dundalk Chamber of Commerce to sponsor the Annual Dundalk Chamber of Commerce Golf Tournament to benefit CCBC scholarships.

On September 11th the Campus Directors Office and the Office of Student Life hosted our Annual First Responders Appreciation Day. Students, staff and the local community recognized local police, firefighters, Armed Forces, veterans, and public safety officers for their bravery. Our Honors Communication students partnered with the Dundalk Chamber of Commerce to host a Candidates Night at the Dundalk campus. This very popular event filled the 388-capacity theatre with students, staff, and community members who attended to hear from the local candidates seeking the offices of Baltimore County Delegate, Council person, and State Senator.

Maryland Humanities Council and CCBC Social Sciences Department sponsored the Baltimore County Schools' History Day Competition. This event was held at the Dundalk Campus and displayed the knowledge and talents of approximately 250 public and private middle and high school students.

The Dundalk campus had a significant presence in the Heritage Fair. CCBC staffed a tent to answer questions about the college. Staff, students, family, and friends regularly participate in the annual St. Patrick's Day Parade (this year's canceled due to weather) and the 4th of July Heritage Parade.

CCBC Dundalk plays a very significant role in fundraising events that have community impact. The Dundalk campus was the site for the Relay for Life, sponsored by the American Cancer Society and the Dundalk Heritage 6K Race. CCBC Dundalk was also instrumental in helping to raise money for the Children's Cancer Foundation through our in-kind contribution to Jean Kettel Dancers, by waiving the rental fees for the use of the Dundalk theatre and other spaces.

The Dundalk Campus Director serves on the Board of Directors for the Dundalk Chamber of Commerce and is a member of the Education Committee, and the Business Gala Committee. The Dundalk Campus Director also participated in the Dundalk High School Interview Day. This annual exercise to helps high school seniors to prepare for real interviews. The campus director also participated in a program at Norwood Elementary for future entrepreneurs.

Cost Containment Effort

CCBC remains committed to improving efficiency throughout the college and aggressively pursue cost savings through rigorous management reviews and a college-wide commitment to

improving processes. As a supplement to these efforts, CCBC established the D.R.E.A.M Team (Dollar Reduction and Efficient and Active Management) program in 2010 whereby college employees are encouraged to submit cost saving ideas each fiscal year to a committee for consideration for implementation. The "winning" ideas are implemented in the following year.

In FY2015 the "winning ideas" included the following cost saving actions:
- Using the Government Surplus Site to acquire engineering equipment for an estimated savings of $3 - $5 Million.
- Installation of energy efficient lights at the CCBC Essex campus for a savings of $10,000.
- Restructuring the employee recognition service awards resulting in a $15,000 savings.
- Other ideas such as collecting surplus engineering equipment, promotion of the development of electronic forms, electronically mailing contracts and offer letters to employees, and centralizing the purchase of name badges thereby saving shipping costs from multiple orders.

The following includes the most notable cost containment results for FY2015. These include one-time and temporary actions that resulted in the following savings:
- In FY2015, CCBC received $181,520 in BGE rebates. The rebates were received as part of BGE's Smart Energy Savers Program, for installation of energy efficient lighting throughout the college ($100,643) and for installation of an energy efficient chiller on the CCBC Dundalk campus ($80,877).
- Procurement card transactions reduced administrative overhead for a savings of $162,000.
- CCBC has begun a standardized program for the use of cleaning products and methodologies. In FY2015, CCBC has saved over $21,000 in the purchase of all custodial supplies and is expecting this amount to increase into FY2016 as staff navigates through the learning curve of a new cleaning methodology.
- Managing cell phone expenses by implementing a BYOD policy as well as eliminating minimal use air cards, BlackBerrys and cell phones. While also blocking the following services: data and messaging for basic cell phones, premium messaging services for all devices, downloads of applications and music, pictures and video messaging has resulted in a $7,450 savings in FY2015.

Additionally the following permanent actions were taken resulting in these cost savings:

- Disability Support Services manages the mandated services required under the Americans with Disability Act. In FY2015, the results of a trend analysis showed an increased reliance on internal, temporary hourly employees is replacing the need for more costly external, agency interpreters. This has resulted in additional savings of $164K.
- In spring, 2013, CCBC entered into a partnership with the college's energy consultant, ENERNOC, to conserve energy during code red emergencies determined by the regional power grid. There was only one energy reduction event called in FY2015 which was a test of the system in August 2014. A check for $75,890 was received in FY2015 as a result of CCBC's participation. In addition to the ENERNOC partnership, CCBC continued its Holiday Energy Conservation Initiative for FY2015 resulting in a savings of

$49,245.

- The purchase of a new chiller on the CCBC Dundalk campus resulted in $34K of electrical savings in FY2015.
- In FY2015, CCBC completed the implementation of the Faculty Load and Compensation system, a paperless adjunct faculty contract system that eliminated the costs associated with: 1) duplicate data entry; 2) printing and mailing of contracts; and 3) filing/scanning of contracts. Approximately 1,000 electronic contracts were produced in FY2014, and 7,401 were produced in FY2015. The FY2015 cost savings from this project are approximately $96,872.
- In calendar year 2015, CCBC implemented an increase in premium cost sharing for employee health benefits. The employee share of the premium increased 1% in 2015, for a savings of $80,626. Additional increases will occur over the next two years (2% in 2016 and 2% in 2017).

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	65.8%	66.8%	67.1%	68.4%
B.	Students with developmental education needs	80.2%	81.0%	79.0%	75.8%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	33.0%	31.0%	31.0%	33.7%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,506	2,220	2,373	2,528

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	38%	41%	40%	39%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	50%	53%	51%	50%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	59.5%	57.4%	57.0%	52.0%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	3.4%	3.9%	4.0%	4.4%
	b. Black/African American only	36.8%	37.7%	37.5%	38.1%
	c. American Indian or Alaskan native only	0.4%	0.3%	0.3%	0.4%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.2%	0.2%
	e. Asian only	3.9%	4.6%	4.9%	5.3%
	f. White only	45.4%	46.5%	45.5%	44.0%
	g. Multiple races	2.3%	3.0%	3.2%	3.4%
	h. Foreign/Non-resident alien	2.8%	3.0%	3.6%	3.7%
	i. Unknown/Unreported	4.7%	0.9%	0.8%	0.5%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	24,751	25,004	23,093	22,046
	b. Median income three years after graduation	46,986	51,242	49,379	51,724

Goal 1: Quality and Effectiveness

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	97.0%	95.0%	96.2%	98.0%	**97.0%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	60%	47%	65%	65%	**70.0%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	49.3%	44.7%	47.5%	48.3%	**55.0%**
	b. College-ready students	43.2%	43.7%	43.9%	43.8%	**50.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	38%	42%	38%	34%	**50.0%**

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY
2015 ACCOUNTABILITY REPORT

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5 Successful-persister rate after four years					
a. College-ready students	74.8%	73.0%	70.2%	76.9%	**78.0%**
b. Developmental completers	85.5%	84.4%	81.8%	80.8%	**84.0%**
c. Developmental non-completers	43.4%	42.2%	39.4%	36.9%	**Not Applicable**
d. All students in cohort	66.0%	65.4%	60.7%	60.2%	**71.0%**

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6 Graduation-transfer rate after four years					
a. College-ready students	53.0%	54.5%	53.2%	61.7%	**58.0%**
b. Developmental completers	53.3%	50.9%	50.7%	48.7%	**55.0%**
c. Developmental non-completers	26.8%	27.0%	26.6%	24.1%	**Not Applicable**
d. All students in cohort	42.1%	41.6%	39.9%	39.6%	**47.0%**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7 Licensure/certification examination pass rates					
a. Dental Hygiene*					
National Dental Hygiene Exam	na	100%	100%	100%	
Number of Candidates	na	25	30	25	
Northeast Regional Board Exam	na	92%	100%	100%	
Number of Candidates	na	25	30	25	
Both NDHE and NRBE Exam	100%	92%	100%	100%	**90%**
Number of Candidates	15	25	30	25	
b. Emergency Medical Tech - EMT-Basic	96%	96%	85%	48%	**95%**
Number of Candidates	120	114	52	44	
c. Emergency Medical Tech - EMT -Paramedic	91%	79%	100%	73%	**90%**
Number of Candidates	11	14	6	11	
d. Massage Therapy	100%	100%	100%	90%	**95%**
Number of Candidates	11	16	6	21	
e. Medical Laboratory (first class 2010)	100%	100%	100%	94%	**90%**
Number of Candidates	12	19	11	17	
f. Mortuary Science*					
Science Exam	100%	100%	100%	100%	
Number of Candidates	20	12	19	13	
Arts Exam	100%	100%	95%	100%	
Number of Candidates	17	13	19	13	
Both Science & Arts Exam	100%	100%	95%	100%	**90%**
Number of Candidates	17	12	19	13	
g. Nursing - Practical	89%	97%	100%	100%	**95%**
Number of Candidates	18	34	37	25	
h. Nursing (RN)	90%	92%	91%	91%	**95%**
Number of Candidates	279	319	254	276	
i. Occupational Therapy	76%	76%	90%	83%	**95%**
Number of Candidates	17	33	39	36	
j. Physician Assistant	87%	93%	91%	100%	**95%**
Number of Candidates	30	28	34	33	
k. Radiological Technology (Radiography)	100%	96%	95%	96%	**95%**
Number of Candidates	19	23	19	28	
l. Radiation Therapy Technician	86%	86%	86%	67%	**90%**
Number of Candidates	14	7	7	9	
m. Respiratory Care Therapist	100%	90%	100%	87%	**95%**
Number of Candidates	15	21	18	15	
n. Veterinary Technology	100%	100%	82%	85%	**90%**
Number of Candidates	14	10	11	13	

* Prior to FY2010 Mortuary Science National Exam was one exam comprised of Arts and Science material; as of FY2010 the test is divided into two exams 1)Arts 2)Science; a student must pass both exams to be eligible for licensure; As of FY2012 Dental Hygiene graduates are required to pass two exams to obtain licensure

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8 Percent of expenditures					
a. Instruction	51%	51%	51%	51%	**52%**
b. Academic Support	8%	7%	8%	8%	**8%**
c. Student Services	10%	10%	10%	10%	**10%**
d. Other	31%	32%	31%	31%	**30%**

Goal 2: Access and Affordability

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9 Annual unduplicated headcount					
a. Total	71,400	70,921	68,301	67,319	**72,000**
b. Credit students	35,498	35,522	34,410	33,064	**34,500**
c. Continuing education students	35,902	35,399	33,891	34,255	**39,000**

137

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	40.9%	42.4%	40.9%	38.0%	**43.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	71.2%	71.1%	68.0%	67.0%	**73.0%**

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	56.6%	56.9%	57.2%	60.3%	**55.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	18,824	19,720	19,959	19,209	**17,200**
	b. Continuing Education	1,867	3,035	2,511	2,141	**1,500**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	810	781	715	931	**870**

		FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	45.2%	48.6%	49.2%	49.9%	**46.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	7,612	7,769	7,965	7,975	**8,000**
	b. Annual course enrollments	18,003	17,894	17,617	17,459	**18,000**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	4,554	3,961	4,081	4,226	**5,000**
	b. Annual course enrollments	7,705	6,709	6,389	6,837	**8,600**

Goal 3: Diversity

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	51%	52%	52%	54%	**52.0%**
	b. Percent nonwhite service area population, 18 or older	35%	35%	36%	37%	**Not Applicable**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19	Percent minorities of full-time faculty	23.0%	23.2%	24.1%	26.2%	**23.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff	30.0%	31.1%	30.2%	29.8%	**32.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	57.6%	55.0%	49.5%	48.8%	**62.0%**
	b. Asian, Pacific Islander	78.8%	72.8%	77.1%	75.2%	**80.0%**
	c. Hispanic	63.5%	63.8%	62.2%	61.6%	**68.0%**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	37.1%	34.6%	32.8%	33.3%	**38.0%**
	b. Asian, Pacific Islander	52.5%	54.4%	52.7%	49.7%	**57.0%**
	c. Hispanic	31.7%	35.1%	37.8%	37.6%	**38.0%**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

Goal 4: Student-Centered Learning

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
23	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	82.2%	81.0%	82.2%	Not	**83.0%**
	b. Mean GPA after first year	2.73	2.70	2.74	Available	**2.75**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	81%	72%	77%	77%	**80%**

		FY 2011	FY 2012	FY 2013	FY2014	Benchmark FY 2015
25	Associate degrees and credit certificates awarded					
	a. Career degrees	861	979	977	935	**890**
	b. Transfer degrees	993	1,153	1,109	1,085	**1,075**
	c. Certificates	476	604	606	1,199	**440**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	48.4%	41.8%	45.4%	45.6%	**53.0%**
	b. Non-recipients	49.6%	48.5%	50.1%	52.8%	**59.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27	Education transfer programs a. Credit enrollment	920	851	763	762	**910**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	59	64	68	47	**55**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	90%	85%	76%	89%	**85%**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	88%	82%	82%	79%	**85%**

		FY 2011	FY 2012	FY 2013	Fall 2014	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	21,179	21,236	18,881	19,462	**28,800**
	b. Annual course enrollments	46,273	46,172	41,761	40,826	**50,600**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	6,963	6,792	6,449	6,094	**7,850**
	b. Annual course enrollments	14,035	14,000	13,085	11,657	**16,200**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	129	136	146	138	**130**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	21,194	21,161	21,839	21,512	**25,400**
	b. Annual course enrollments	52,160	53,418	49,162	46,869	**57,600**

		FY 2011	FY 2012	FY 2013	FY 2014	**Benchmark FY 2015**
34	Employer satisfaction with contract training	96%	98%	96%	99%	**98.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	**Benchmark Fall 2015**
35	STEM programs					
	a. Credit enrollment	9,721	9,567	9,593	9,575	**9,990**

		FY 2011	FY 2012	FY 2013	FY 2014	**Benchmark FY 2015**
	b. Credit awards	739	860	859	854	**750**

FREDERICK COMMUNITY COLLEGE

MISSION

With teaching and learning as our primary focus, Frederick Community College (FCC) prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality, innovative lifelong learning. In traditional, and alternative learning environments, we anticipate and respond to the needs of our local, regional and global communities.

INSTITUTIONAL ASSESSMENT

Frederick Community College is at an exciting period of its history. The College is charting the next five years of its renewal through the FCC Strategic Plan 2020, conducting a self-study in preparation for its accreditation visit by the Middle States Commission of Higher Education (MSCHE) in spring 2016, and had a successful Investiture for Elizabeth Burmaster, the 10th President in August 2015. The strategic goals in the FCC Strategic Plan 2020 were developed based on the new Middle States (MSCHE) principles and standards, and the objectives were aligned closely with the 2013 Maryland State Plan. During May 2015, an invitation was sent to all full- and part-time employees to participate in College-wide planning sessions. Through a collaborative process, 125 employees attended two college-wide strategic planning sessions and developed 470 objectives. Additionally, faculty members who were not able to attend these sessions received an online link to share their input. Based on a thematic analysis, 33 strategic objectives were incorporated into the FCC Strategic Plan 2020. The Board of Trustees approved the Plan at its August 19, 2015 meeting and on September 19th in their annual strategic planning retreat the Board developed annual strategic priorities for the College to focus its actions. Currently, the College is developing its 2015-2016 Team Plans with measurable strategies to complete and assess by June 2016.

In 2014-2015, faculty representatives completed seven course level assessment projects. These assessment projects focused on Critical Thinking, Computer Competencies, Mathematics and Scientific Reasoning, and Oral and Written Communications. The results of the assessment projects were used to redesign courses to enhance student learning, which was documented in completed Action Plans. The College also continues with comprehensive program review to ensure that every program is evaluated on a five-year cycle. All academic programs have identified their missions, goals/objectives, and student learning outcomes. In FY 2015, action plans for sixty (60) programs were completed and enacted. By the end of summer 2016, the final 15 degrees, certificates, and letters of recognition program reviews will be completed. In fall 2016, a new program review cycle will begin.

MHEC Required Explanation
Enrollment in continuing education basic skills and literacy courses (Indicator 17a and 17b).

Commission Assessment: The College has demonstrated substantial growth in enrollments in continuing education basic skills and literacy courses over the past several years, and has dramatically exceeded its benchmark goals. Please discuss the factors underlying this

increase and whether the College expects these trends to continue in the future.

College Response: FCC has been administering the Adult Education and Family Literacy Services grant from the Maryland State Department of Labor, Licensing, and Regulation since July 1, 2010. The program was previously administered by the local public school system and serves Maryland residents who are at least 16 years of age, officially withdrawn from school, and either lack a high school diploma, basic skills proficiency, or have a native language other than English. The continuous increase in enrollment is directly related to the addition of the Adult Education program. This program is important to the mission of the institution and grant funding directly supports the enrollment in these courses. Student enrollment remains steady, varying slightly from year to year, a trend the College expects to continue in the future.

Program calendar adjustments were implemented in FY14 that led to greater student retention as evidence by a decrease in headcount disproportionate to the slight decrease in FTE. In mid FY15, the College offered a new level of ESL classes which is not supported by grant funds and will potentially result in FTE increase in future years. Additionally, current student trends show increased persistence with students completing multiple components of the program. For example, beginning in ESL and transitioning to GED classes or beginning in grant funded Basic ESL and transitioning to Continuing Education Targeted ESL courses. This trend has resulted in a decrease in the unduplicated headcount, however, an increase in program completion, transition, and FTE.

STEM credit awards (indicator 35b).
Commission Assessment: The College has demonstrated a 26 percent growth in credit awards for STEM programs since FY2010, and has exceeded its benchmark goal. Please discuss the factors underlying this increase and whether the College expects these trends to continue in the future.

College Response: FCC recognizes the importance of critical workforce needs in Science, Technology, Engineering, and Mathematics (STEM) as it is emphasized in the 2013 Maryland State Plan for technological innovation, economic growth, and increased productivity. In the previous FCC Strategic Plan 2013-2015, Goal 8 suggested that FCC "Increase programs and services that anticipate and respond to current and future workforce needs." The first strategic objective of this goal was to "Strengthen STEM majors through curriculum revision that meet the MHEC accountability benchmark". Therefore, the College intentionally planned for the growth of this field. The degree requirements were revised to 60 credits and the College created an Associate of Science with a STEM concentration, which in its first year had one graduate. Moreover, the College renovated the science building by upgrading current labs, and adding additional labs and learning areas in support of the growing STEM programs.

Additionally, in response to the Maryland State Plan's emphasis on the preparation of "*students for careers in high-demand, cutting-edge industries such as cyber-security*," the College was awarded a $731,614 training grant to create a Cyber-Security degree program by providing high- end training, internships, and IT jobs to Marylanders including veterans and their families, low- skilled workers, and underrepresented groups. Under this grant, the College has developed the Cybersecurity curriculum to offer the A.A.S., Cybersecurity, which

covers the objectives of eight professional certifications: A+, Network+, Security+, Linux+, Certified Ethical Hacker (CEH), Certified Information Security Auditor (CISA), CSX Cybersecurity Fundamentals, and Certified Information Systems Security Professional (CISSP). The College has also started building a Cyber Lab to facilitate the offerings of courses required by the Cybersecurity program.

Goal 1: Quality and Effectiveness in the 2013 Maryland State Plan clearly expresses the value of "maintaining and improving the quality and effectiveness of postsecondary institutions." In support of this goal, the College formed a Strategic Advisory Team (SAT) under the leadership of President Burmaster with a membership of about 40 faculty and staff representing different areas of the College. The SAT established three Annual Strategic Priorities for 2014-15 based on the FCC Strategic Plan 2013-2015 Goal to, "Enhance access, support, and opportunities that meet the needs of diverse and changing populations." As a result, a new Student Alert system was developed, new strategies were adopted to respond to the needs of adult learners, and a new direction was developed for enrollment development.

The College met eight of 16 benchmarks for this goal:
- Graduate satisfaction with educational goal achievement remains high (97%) and was higher than the benchmark (96%),
- The fall-to-fall retention rate revealed that this rate was higher (64%) for developmental than college ready (57%) students, and both achieved the benchmarks of 64% and 51% respectively,
- Developmental students completed their requirements higher (64%) than the benchmark (58%),
- The successful/persistence rate for all students (79%) was higher than prior years (78%) and was lower than the benchmark (80%), while among college-ready students (88%) was higher than last year (84%), and met the benchmark of 85%. Moreover,
- the developmental completers rate (78%) declined compared to the prior cohorts (82%, 81%,80%) and was lower than the benchmark (85%); this rate, with about 88 students for the developmental non-completers was 46% and has been fluctuating for the past three cohorts (32%, 60%, and 39%),
- The graduation/transfer rate after four years was 65% for all students and was two percent higher than the benchmark (63%). The rate for college-ready students was three percent higher than the benchmark (80% vs. 77%), while the rate for developmental completers was two percent lower than the benchmark (58% vs. 60%),
- The percent of expenditures on instruction was 49% compared to the benchmark of
- 46%, Academic support (4% vs. 7%), Student Services (13%) was the same as the benchmark, and other expenditures (34% vs. 35%).

 The College continues to work on the following indicators to achieve its benchmarks:
- The first time pass rates for Registered Nursing (80%) was lower than last year (88%) and the benchmark (94%). The new National Council State Boards of Nursing exam became more rigorous and consequently the borderline and low performing candidates were affected. The Nursing Department made some changes in the way they teach and test and it should be reflected in the future pass rates,

- The pass rate for the Practical Nursing licensure and certification exams (88%) declined compared to last year (100%), and was lower than the benchmark (100%),
- The first time pass rate for the Respiratory Care licensure and certification exam (67%) stayed the same as last year, and was lower than the benchmark set for this indicator. In 2011, a new national test was adopted which impacted the success rate of RC students. Thereafter, the Respiratory Care Program reviewed the test results and implemented several new initiatives to help students pass their test the first time.

The College routinely adopts the best practices for helping developmental students to successfully complete their requirements. To that end, the Math Department debuted two new developmental courses in fall 2015 which are designed to help students with low scores to complete their developmental requirements at a shorter time.

Goal 2: Access and Affordability of the State Plan emphasizes the importance of accessibility of education to students. To that end, the College strongly supports the completion focus in the 2013 Maryland State Plan, as well as the values and goals supported by the College and Career Readiness and College Completion Act of 2013 (Senate Bill 740). FCC offered early college access opportunities to high school students and increased its on-site dual enrollment from 41 students in fall 2012 to 157 in fall 2014 which represents a 283% increase. FCC and Frederick County private and public schools have a strong history of collaboration, and the partnership has been strengthened by the success of offering college level courses at eight of the comprehensive FCPS high Schools, the FCPS Career and Technology Center, and one private high school.

Overall, the College has met seven of its 14 established benchmarks for achieving student access and affordability. The College is pleased to find it has been able to:
- Increase enrollment of students in college level courses concurrently with their high school courses by 70% (495 vs. 292) since 2011 and was 221 enrollments higher than the benchmark (274),
- Increase recent, college-bound high school graduates from 60% in 2010-11 to 66% in 2013-14, which was higher than the benchmark (61%),
- Increase enrollment in on-line credit courses since 2011 by 4% (5,838 vs.5,635), and 538 more students than the benchmark of 5,300 for 2015,
- Increase enrollment in on-line Continuing Education courses since 2011 by 164% (150 vs. 396) and 196 more students than the benchmark of 200. This trend is increasing rapidly and in FY 2015 the enrollment reached 1,121 students due to the offering of two online courses in Complex Attacks Situation al Awareness and Response (CASAR) and Situation Assessment for Complex Attacks (SAFCA) for a national contract with FEMA to train up to 500 in each class,
- Increase in unduplicated enrollment in continuing education basic skills and literacy courses from 166 students in FY2010 to 1,458 in FY 2014, which was nine times higher and surpassed the benchmark by 628 more than the benchmark of 1,200 students, and 1,743 more than the benchmark for

duplicated headcount (2,943 vs. 1,200),
- The College supported the affordability of attending FCC by maintaining tuition and fees at 47% of the MD state public universities rates, which is lower than the benchmark of 48%. The full-time tuition and fees for 30 credits was $4,015 for FY2015. This calculates to be 47% of the average at Maryland's four-year public institutions which was $8,519.

The College continues to work on the following indicators to achieve its benchmarks:
- The market share of first-time, full-time freshmen (50%) was lower than last year (54%) and it was (6%) lower than the benchmark (56%),
- Credit headcount has experienced a decline (8,535 vs. 8,553) compared to last year and it was 10% lower than the benchmark of (9,360),
- Continuing Education headcount declined (6,692 vs. 8,635) compared to last year and was lower than the benchmark (10,200). However, the enrollment increased in FY 2015 by 7% to 7,137,
- Unduplicated combined credit and continuing education enrollment declined by 11% (14,839 vs. 16,672) and was 28% lower than the benchmark (19,000). However, the trend is beginning to move upward, and in FY 2015, the total enrollment increased by 3% to 15,256,
- The benchmark of FCC's market share of part-time undergraduates was 75% and was lower than the benchmark of 76%,
- There was a decline in annual course enrollments in continuing education, community service, and lifelong learning between FY 2011 and FY 2014 by 3% (5,506 vs. 5,671) and was lower than the 2015 benchmark of 5,200 by 306 students. At the same time, the unduplicated annual headcount declined by 12% (2,599 vs. 2962), and there were 401 fewer students compared to the benchmark set at 3,000.

The College has adopted many strategies to increase enrollment. To that end, the Admissions Office collaborated with Frederick County Public Schools (FCPS) in promoting FCC as a viable option by holding four to six events in each of the 10 public high schools, private high schools, the Maryland School for the Deaf, religious affiliated schools, The Jefferson School, and for homeschooled students. In addition, the Office held outreach events at the Career and Tech Center and many Middle schools in Frederick County which reached out to1, 000 students. Moreover, more than 3,000 participated in the County-wide College Night to receive information from 120 colleges. The Life After Middle School program attracted 400 8th grade parents, and the Future Link Collaboration with FCPS and Ft. Detrick for STEM programs provided information to 1,000 7th graders.

Goal 3: Diversity as it is broadly defined in the 2013 Maryland State Plan, "*extends beyond equitable representation of underrepresented group*s." This mirrors FCC's mission statement and the FCC Strategic Plan 2020. One of FCC's six core values is: "Diversity: Visible and invisible human differences that affect the success of students, staff, and members of the community." This past academic year was a rejuvenation period for the College which was supported by the hiring of a President committed to diversity and the hiring of a Director for the Office of Diversity, Equity, and Inclusion.

A new cross-functional Diversity Task Force was formed by the President to provide leadership and direction for diversity initiatives. Throughout the year, the College created programs that inspired dialogue, community-building, and fostered interactive opportunities for students, staff and faculty to learn about each other and about others from diverse communities.

FCC continues to place emphasis on the recruitment, support, and retention of culturally diverse students. Between fall 2010 and 2014, the number of students of color increased by 20%, while the overall enrollment declined by 3%.

The College achieved two out of three of its diversity benchmarks, as it has aligned itself with this goal and strives to promote accessibility and achievement of historically under-represented student and staff populations.

- Frederick Community College now enrolls proportionately more minority students (32%) than similar residents who live in its service area (21%), There was a steady growth in the percentage of minority full-time faculty from fall 2011 (12%) to fall 2014 (18%) and surpassed the benchmark (15%),
- The percentage of minority full-time administrative and professional staff from fall 2011 (15%) increased by two percent in fall 2014 (17%) and is lower than the benchmark (20%); however, it is expected to have an increase in 2015 due to recent hires,
- The successful-persistence rate for Hispanic students (91%) was higher than all students combined (79%), and the rate for African American (78%) was one percentage point lower and,
- The graduation-transfer rate for Hispanic students (71%) was higher than all students combined (65%), while the rate for African American (59%) students was lower by 6%.

FCC is endorsing the importance of "*Closing the Achievement Gap*" that is highlighted in the 2013 Maryland State Plan. For the fourth consecutive year, the College received a grant from MHEC to continue with the Partnership for Achieving Student Success Program (PASS) program. The persistence rate (79%) of PASS students was higher than the non-PASS group (70%), and FCC's minority students (72%). Also, the course completion rate of the PASS group (80%) was higher than the non-PASS (75%) and FCC minority students (70%).

The Woman to Woman Mentoring Program (W2WM) is an intergenerational program that assists Frederick County women ages 18-35 who desire personal and professional guidance to transform their lives through mentoring relationships focused on career, education, and family concerns. Since the program's inception in 2009, W2WM have interviewed, matched, and supported 141 mentoring pairs.

Goal 4: Student-Centered Learning and completion in Maryland Ready emphasizes the importance of educational transitions and an effective alignment across all higher education segments for enhancing student success. In FY2015, the College developed one new articulation agreement with a four-year university in the State and four articulation agreements with four- year universities outside of the state. Curriculum revisions were made to fifty

programs, with five degrees and three certificates being discontinued. In addition, three new degrees, three certificates, and one letter of recognition were created. The Curriculum Committee also approved fifty-one new courses, ninety-four revisions to existing courses, and the removal of thirteen courses.

Overall, the College has met six of its 10 (may change when MHEC data are received) established benchmarks for student-centered learning indicators. The College can report that:

- The increase in graduate satisfaction with transfer preparation was 3% higher than the last time surveyed (82% vs. 79%), and was 2% higher than the benchmark,
- The number of degrees and certificates increased 16% in FY 2014 (1,080) compared to FY 2011(1,009). The College met the benchmark of Career Degrees (321 vs. 273) and Certificates (183 vs. 159), but did not meet the Transfer Degrees benchmark (576 vs. 611),
- The fall to fall retention rate for Pell grant recipients (61%) was below the benchmark (62%). The non-recipients (60%) met the retention benchmark (58%),
- The number of students enrolled in the Education transfer program in fall 2014 (262) was 19% higher than 2011 (220) and was 34 students lower than the benchmark (296). In addition, the number of FCC graduates in Education (22) was short by 6 graduates from reaching its benchmark of 28.

Frederick Community College has pledged to substantially increase the number of graduates by 2025. To achieve this commitment, the College has focused on strategies to create a unified culture of persistence, success, and completion. To that end, the Early Alert system was reviewed and a new system was implemented in spring 2015. The College is adopting a proactive strategy to alert students at risk by offering individualized interventions. The results of student and faculty surveys that were conducted in spring 2015 show satisfaction with the new form and process. Another important strategy to enhance the student completion rate has been to expand course offerings for accelerated programming to increase access and reduce the amount of time it takes to earn a degree. The College bolstered developmental education course offerings in this modality because the data for a pilot program revealed underprepared students were more successful in accelerated formats. As a result, accelerated programming has increased from spring 2014 to 2015. The College increased the total number of sessions in this modality by 50%, courses offered after 5p.m. increased by14%, offerings on Friday increased by 40%, Saturday course offerings increased by 21%, and Developmental Education courses in an accelerated format increased by 225%.

Goal 5: Economic Growth and Vitality of the State Plan articulates the importance of promoting the economic growth and the vitality of the State through the development of a highly qualified workforce. In response, the College offers a variety of opportunities to Frederick County residents to advance their careers. In June of 2015, the College Mid-Atlantic Center for Emergency Management earned a subcontract with Jacobs Technology and FEMA to assess the Emergency Management Institute Independent Study courses for college rigor and award credit to students nationwide. Also in FY 2015, MHEC approved the following new programs: Audio Production Certificate, Cybersecurity A.A.S., Computed Tomography

Certification Certificate, Fire Service Administration A.A.S., and the Project Management Certificate.

FCC ranked first out of 26 adult education programs in Maryland in the number of students who entered a program unemployed and then were able to secure employment. Assisting students in finding employment is one of the priorities of the Adult Education program. As part of that mission, FCC has teamed up with Goodwill Industries of Monocacy Valley, which provides its job readiness program, Steps to Success, on campus twice a week.

The College President and the Vice President of Continuing Education and Workforce Development attended the completion ceremony for Success, Opportunities, Advancement, and Readiness (SOAR) in Employment Program in June 2015. This unique pilot program provided job training to empower adults aged 18 to 24 who are residents in the Housing Authority of the City of Frederick. The program was developed in partnership with Frederick County Workforce Services (FCWS), the Housing Authority of the City of Frederick, and the Frederick County Building & Industry Association (FCBIA). The program was funded by the United Way and the Workforce Investment Act. FCC faculty members provided instruction in print reading, construction math, soft skills, first aid/CPR, OSHA Safety for Construction, HILTI Powder Actuated Tools, Lead Awareness, Forklift Training, and introductory sessions in carpentry, welding, HVAC, and electrical. Adult Basic Education faculty members also provided instruction in math to assist with assessing and documenting knowledge gains. Upon completion, participants in this program will be working with FCWS, the Housing Authority, and the FCBIA to interview and apply for local jobs in their trade area of interest.

Current positive trends include the fact that:
- The rate of career program graduates employed full-time in a related field (90%) is higher than the benchmark (89%),
- The graduate satisfaction with job preparation (96%) is higher than last surveyed (89%) and its benchmark (89%),
- The number of awards in STEM programs for FY 2014 is 39% higher than FY 2011 (308 vs. 222) and higher than the benchmark (271),

Performance on the following indicators was lower than the benchmarks, specifically:
- Credit enrollment in STEM programs for fall 2014 compared to fall 2010 stayed flat (1,707 vs. 1,710) and was lower than the benchmark (1,800),
- Enrollment in continuing education workforce development courses is down 55% compared to 2011 (2,791 vs. 6,271), and was lower than the benchmark (7,853). However, the enrollment increased in FY 2015 (3,010 vs. 2,791),
- Enrollment in continuing professional education leading to government or industry- required certification or licensure has declined 27% compared to FY 2011 (976 vs. 1,334), and was lower than the benchmark (1,649),
- Enrollment in contract training courses has declined 63% compared to FY 2011 (1,341 vs. 3,621), and was lower than the benchmark (4,500), and the number of business organizations that received training declined from 63 in FY 2011 to 35 in FY2014 and was lower than the benchmark of 78.
- Employer satisfaction with the Contract Training is 88% and is lower than

the benchmark (95%). One Employer was unsatisfied with the training.

The declines in some of the Continuing Education and Customized training enrollment are attributed to the less demands for professional development and non-credit courses by clients from public, private, and associations.

Cost Containment
For the 2015 fiscal year, the College implemented several cost saving and reallocation initiatives to assist in overall effectiveness and efficiency. The early retirement initiative for FY 2014 yielded savings in FY 2015. Due to the lapse in filling vacated positions, another early retirement incentive in FY 2015 will continue to yield an overall reduction in FY 2016 payroll costs.

FCC continues to contain costs by participating in the block purchase of electricity usage as a part of the consortium with the Frederick County Government and the Frederick County Public School System. The College also continues to work with Frederick County government to gain synergies in providing purchasing services to the College. In addition to keeping software efficient and up-to-date, FCC implemented a centralized print management system (Paper Cut) to reduce printing costs campus-wide. To that end, FCC has also begun to update various applications such as email, accounting, payroll, and registration.

In addition, FCC has spearheaded a comprehensive policy and procedure review which will ultimately result in more efficient business processes.

COMMUNITY OUTREACH AND IMPACT

Community is one of the six values adopted by FCC for 2013-2015 Strategic Plan and it is described as "Encouraging the engagement of all internal and external stakeholders through communication and collaboration." The College collected information related to the community involvement of all full- and part-time employees through an online survey. The summary is reported below:

College's Outreach:
- The College President is very active in the community and attends events as well as meetings with leaders in the community. She has a regular meeting with Dr. Terry Alban, FCPS Superintendent, Frederick County Executive Jan Gardner, and Brad Young, the FCPS Board of Education President. She attended numerous events held in the County such as a "Meet and Greet" for Congressman John Delaney that was held at the National Civil War Museum in Frederick, Rotary Club, Armed Services Celebration, Acela Technologies visit, Completion Ceremony for Success, Opportunities, Advancement and Readiness (SOAR) in Employment Program, and the Higher Education Center Monthly Meeting. The President also visited all high schools in the County and met with the principles during the year.
- The College is involved in the business and economic development of the County. FCC invited State, County, and City representatives from their respective businesses to a business and economic development gathering for sharing visions and potential

partnerships. Also, the President is an ex-officio member of the City of Frederick Economic Advisory Council and participated in Frederick County Chamber of Commerce "Working the Dream", which focused on ways to improve the success of minority-owned businesses.

- The Ambassador of Fiji, Winston Thompson, and the Ambassador of Liechtenstein, Claudia Fritsche participated in the Distinguished Speaker Series at FCC which were coordinated by the UNESCO Center for Peace.
- FCC hosted a meeting of Tech Frederick to discuss potential partnerships with local tech business leaders in relation to designing curriculum to meet their workforce needs.
- Hood College sponsored a March on Frederick event to commemorate the 50th Anniversary of the passage of the Civil Rights Act. The President and employees marched with members of the community. The President spoke at the event, along with other local, state, and national civil rights activists.
- U.S. Senator Barbara Mikulski held a luncheon at the Frederick County Chamber of Commerce. The President was in attendance and the higher education center was among topics discussed.
- The College has launched and continues to host the "Frederick County Workforce Partners Forum "which brings together all providers of workforce development services in the County. The objective of the forum is to better knit the diverse missions of many providers into joint focus on a few measurable outcomes that are shared regardless of funding origin. Using a Collective Impact framework, the group is exploring ways to jointly report on workforce outcomes from various public and non-profit efforts. Partners include FCC, the local One-Stop, Goodwill Industries of Monocacy Valley, the Frederick Rescue Missions, the Community Action Agency, the Frederick Housing Authority, the Frederick County Library, and others. The first tangible project to emerge from this forum was the SOAR project described above.
- FCC hosted "Community Response to Bullying," partnering with several representatives to "create a safe learning environment for all students by re-establishing civility and delivering proactive antidotes to bullying."
- Co-Curricular Day, with the theme of "A Sense of Wonder," was offered to students, employees, and community members. The event provided an exceptional opportunity for the community to listen to Alexander Tsiaras, an internationally renowned journalist and author, who visualizes the unseen human body using art and technology. Additional speakers were David Gallo, a pioneer in ocean exploration, Bobby Smith, a former law enforcement officer who was blinded by a gunshot, now an inspirational speaker, and, Walkersville High School graduate, Charlie O'Donnell IV, an adventurer, photographer, blogger, and nomad who encourages others to find their passion.
- The campus continues to create opportunities for students to connect and celebrate similarities, as well as unique differences. The fall Latino Festival, Asian Heritage Month Celebration, and the fall and spring International Celebration events collectively drew a record number of students, faculty, staff, and local residents to campus (800 attendees).
- The Financial Aid staff hosted several College Goal MD events to provide financial aid information to high school students and their parents at their respective schools.

- The Admissions Office participated in over 100 community outreach events both on and off campus to promote credit and continuing education programs.
- The Center for Student Engagement hosted community dialogue on homelessness and ownership of a community response to poverty and homelessness. They made a year- long commitment to feed the hungry on our campus by stocking a food pantry for

  students who come to campus hungry, and provided bus passes for students with financial issues needing transportation to and from campus.

Students' Outreach:
- The Honors College students are active in the community through several class or community projects such as: collaboration with fifth graders from Monocacy Elementary School to create documentary films about the production of films for children; participation in the annual FCC Talent Show and the raising of $700 for the Adult Congenital Heart Disease Association; 18 FCC Honors College program students partnered with Hood College Honors Program to remove trash from a creek in Willowdale Park, volunteering for the Presidents Business Summit at FCC; working at the registration tables for Northeast Regional Honors Council annual conference at Gettysburg; organizing two clothing drives; and finally organizing a toiletry drive and providing a month of supplies to15 families.
- Students lobbied the State Delegation for continued support of community college education and funding to provide access and support for student retention and completion.
- Students participated in an organized bi-weekly service to community such as: The Frederick Rescue Mission, the ARC of Frederick County, the Frederick County Literacy Council, the United Way, Maryland Food Bank, Mental Health Association, NAACP and UNESCO Center for Peace. They also attended events such as Veteran's Day Memorial Dedication, Student Lunch Bunches – CALM campus mediation services, 50th Anniversary of the Civil Rights March on Frederick, Sexual Assault Awareness, Substance Abuse Support and Awareness, Ft. Detrick Food Distribution, FCC in DC Days, Food and Winter Clothing Drives throughout the year.

Employees' Outreach:
- Employees are active members of several boards such as: the Workforce Development, Fort Detrick Alliance Committee, Woman to Woman Mentoring Program Advisory Board, Women's Business Network of Frederick, Commissioner - Frederick County Commission for Women, National Collegiate Honors Council (NCHC), Maryland Collegiate Honors Council (MCHC), National Human Services (NHS) in Montgomery County for foster care for special needs children.
- Faculty and staff are active in the Art community and are organizers of music, dance, and art events. A faculty member volunteered to be the editor for a High School Literary Arts Magazine, and also volunteered in the Weinberg Center for the Arts. Another faculty member is a member of The Delaplaine Visual Arts Education Center and is on the Selection Board for Exhibitions, serves as a member of the Artists' Gallery of Frederick, and the Washington County Museum of Fine Arts in Hagerstown. One of our faculty members is a member of the Public Art Commission for the City of

Frederick and serves as the Vice Chair, was a guest speaker at Silver Oak Academy Black History Month/Martin Luther King Celebration. That same faculty member served as a judge for the Frederick Festival of the Arts and at the ACT-SO competition in the visual arts category, Montgomery College Rockville Campus. Lastly, a faculty member was one of the organizers for "Artomatic Frederick," a two week community arts event.

- Faculty are involved in promoting the understanding of the political process in the County. For example, the Frederick News-Post relies on the expertise of one of our faculty members as a commentator on local/state/national elections. Also, one faculty member lectured at a private school on constitutional/political issues and volunteered at the County's History Bee for third, fourth, and fifth graders.

Additionally, the College's staff continues to take the importance of community outreach seriously by serving on various committees in the community. They volunteered for the following organizations:

Maryland State Police Trooper Candidate graduation ceremony, Mid-Maryland Emergency Management Services Advisory Council, FCC Major's Fair, Partner with Goodwill, Workforce Services, Downtown Partnership to provide programming, Salvation Army and Frederick Rescue Mission, Scorekeeper for the LOUYAA (Linganore, Oakdale, Urbana Youth Athletic Association) , UHS Band Booster's fund raiser, Winter Wonderland Chair, Habitat for Humanity Feista Italiana, Convoy of Hope, Chairperson of church's call committee, Publicity and Administrative Consultant at Waynesboro Industrial Museum, Town Council member for the Town of Funkstown, God thru the Arts Advent Classes, conversational English group for ESL speakers at Urbana Library weekly, Guest speaker at Silver Oak Academy, Volunteer & Therapy Dog, Pets on Wheels, Frederick County Senior Center, Western MD Walk to End Alzhiemers, Literacy Council as a Tutor, Firefighter/EMT with Frederick County, Judge Enhancing learning in the STEM Field conference, Empowering Women Around the world - Local community events as a guest speaker and around the world speaking engagements, Frederick County Veteran Support Network, Planning Committee and
Day-of Volunteer - Frederick County Health Fair, Frederick County Animal Control, Amateur radio operator providing communications during emergencies, Frederick
County Public Library –Frederick Reads, Future Farmers of America (FFA), Girl Scouts, Northern Frederick County Democrats, Soup Kitchen, Police
Activities League, TJHS 2015 Safe and Sane, speed networking events, and the Frederick
County Healthy Business Awards, and a fundraising event to benefit the Anne-Lynn Gross Breast Cancer Resource Center and scholarship.

Accountability Indicators

Attached.

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	63.3%	64.6%	62.5%	65.8%
B.	Students with developmental education needs	56.0%	52.5%	52.5%	45.4%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	39.2%	40.4%	33.6%	38.2%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,479	1,534	1,999	2,129

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	17.9%	19.7%	20.9%	**19.5%**
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	21.22%	20.3%	22.7%	**33.9%**

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	57.0%	54.6%	65.4%	55.5%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	5.8%	7.3%	8.4%	**9.7%**
	b. Black/African American only	12.7%	12.5%	12.9%	**12.9%**
	c. American Indian or Alaskan native only	0.4%	0.3%	0.3%	**0.4%**
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.0%	**0.0%**
	e. Asian only	4.5%	4.5%	4.8%	**4.7%**
	f. White only	72.3%	70.7%	68.4%	**68.2%**
	g. Multiple races	1.5%	2.6%	3.5%	**3.1%**
	h. Foreign/Non-resident alien	0.9%	0.8%	0.8%	**0.6%**
	i. Unknown/Unreported	1.8%	1.1%	0.8%	**0.5%**

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$15,976	$25,987	$22,414	$17,951
	b. Median income three years after graduation	$41,240	$49,429	$45,080	$42,931

153

Goal 1: Quality and Effectiveness

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1 Graduate satisfaction with educational goal achievement	95.0%	95.2%	97.0%	96.8%	**96%**

	Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2 Non-returning student satisfaction with educational goal achievement	82.0%	77.0%	73.0%	68.4%	**78%**

	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3 Fall-to-fall retention					
a. Developmental students	62.0%	61.5%	64.0%	63.6%	**64%**
b. College-ready students	57.0%	55.8%	51.5%	56.5%	**51%**

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4 Developmental completers after four years	65.2%	64.4%	61.7%	61.6%	**58%**

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5 Successful-persister rate after four years					
a. College-ready students	86.9%	79.6%	84.4%	87.8%	**85%**
b. Developmental completers	81.5%	81.1%	80.1%	77.7%	**85%**
c. Developmental non-completers	32.4%	60.2%	39.4%	45.5%	**Not Applicable**
d. All students in cohort	78.0%	78.7%	77.5%	79.2%	**80.0%**

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6 Graduation-transfer rate after four years					
a. College-ready students	82.5%	78.1%	80.5%	80.2%	**77%**
b. Developmental completers	63.8%	74.4%	62.3%	57.9%	**60%**
c. Developmental non-completers	26.7%	55.9%	29.8%	33.0%	**Not Applicable**
d. All students in cohort	65.4%	73.9%	65.7%	65.3%	**63%**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7 Licensure/certification examination pass rates					
a. Registered Nursing	94.9%	95%	88%	79.5%	**94%**
Number of Candidates	62	60	77	83	
b. Practical Nursing	100.0%	100%	100%	87.5%	**100%**
Number of Candidates	16	16	9	8	
c. Respiratory Care	72.0%	75.0%	67.0%	66.7%	**92%**
Number of Candidates	25	16	16	15	

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8 Percent of expenditures					
a. Instruction	47.9%	48.6%	47.6%	49.0%	**46%**
b. Academic Support	4.9%	5.7%	5.8%	4.4%	**7%**
c. Student Services	13.5%	13.3%	13.6%	12.9%	**13%**
d. Other	33.8%	32.3%	33.1%	33.8%	**35%**

Goal 2: Access and Affordability

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	18,454	18,222	16,672	14,839	**19,000**
	b. Credit students	9,087	9,012	8,553	8,535	**9,360**
	c. Continuing education students	10,165	9,875	8,635	6,692	**10,200**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	55.4%	53.1%	54.0%	49.9%	**56%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	75.8%	76.0%	75.8%	75.1%	**76%**

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	60.0%	63.4%	59.4%	66.3%	**61%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	5,635	5,637	5,640	5,838	**5,300**
	b. Continuing Education	150	227	324	396	**200**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	292	373	400	495	**274**

		FY 2012	FY 2013	FY 2014`	FY 2015	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	48.7%	48.7%	48.4%	47.1%	**48%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,962	2,883	3,019	2,599	**3,000**
	b. Annual course enrollments	5,671	5,370	5,930	5,506	**5,200**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,284	1,432	1,528	1,458	**830**
	b. Annual course enrollments	1,766	2,458	3,048	2,943	**1,200**

Goal 3: Diversity

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	27.5%	29.3%	31.6%	31.8%	**25%**
	b. Percent nonwhite service area population, 18 or older	19.6%	20.0%	20.7%	21.3%	**Not Applicable**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19	Percent minorities of full-time faculty	12.0%	14.0%	14%	18%	**15%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff	15.0%	16.4%	14.0%	17.0%	**20.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	74.5%	71.0%	62.4%	78.1%	**Not Applicable**
	b. Asian, Pacific Islander	-	-	-	-	**Not Applicable**
	c. Hispanic	86.0%	-	72.8%	90.5%	**Not Applicable**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	56.9%	67.0%	51.4%	59.0%	**Not Applicable**
	b. Asian, Pacific Islander	-	-	-	-	**Not Applicable**
	c. Hispanic	66.7%	67.9%	55.6%	71.4%	**Not Applicable**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

Goal 4: Student-Centered Learning

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
23	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	82.6%	84.2%	87.5%	MHEC did not	**83%**
	b. Mean GPA after first year	2.76	2.82	2.93	provide	**2.76**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24	Graduate satisfaction with preparation for transfer	94.0%	79.0%	79.0%	82.0%	**80%**
	Note: Response categories changed starting in 2008.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
25	Associate degrees and credit certificates awarded					
	a. Career degrees	276	322	308	321	**273**
	b. Transfer degrees	573	562	539	576	**611**
	c. Certificates	160	166	176	183	**159**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	57.1%	58.2%	59.8%	61.2%	**62%**
	b. Non-recipients	58.4%	57.3%	58.1%	60.2%	**58%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27	Education transfer programs					
	a. Credit enrollment	220	210	238	262	**296**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	23	21	21	22	**28**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	83.0%	85.5%	96.0%	90.3%	**89%**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	100.0%	83.1%	89.0%	96.3%	**89%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	6,271	5,801	4,355	2,791	**7,853**
	b. Annual course enrollments	9,155	8,060	5,968	3,808	**11,464**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,334	1,236	1,503	976	**1,649**
	b. Annual course enrollments	3,970	1,710	1,868	1,281	**2,824**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	63	62	49	35	**78**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	3,621	3,685	2,127	1,341	**4,500**
	b. Annual course enrollments	5,408	4,964	3,323	1,812	**7,028**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34	Employer satisfaction with contract training	100.0%	100.0%	100.0%	88.0%	**95%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35	STEM programs					
	a. Credit enrollment	1,710	1,702	1,676	1,707	**1,800**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	222	232	317	308	**271**

GARRETT COLLEGE

MISSION

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

INSTITUTIONAL ASSESSMENT

Between fall 2006 and fall 2011, credit enrollment at Garrett College grew significantly, reaching a record high in fall 2011. However, since then, the College has seen a declining trend, largely due to a declining local high school population, which has typically accounted for the majority of the College's incoming students. Most of the College's enrollment growth since 2006 can be attributed to the establishment of the Garrett County Scholarship Program (GCSP), which covers tuition for all eligible graduating Garrett County high school students. However, as time has passed, the GCSP has had less of an impact on enrollment as the population of local students has fallen. Declining enrollment continues to be a major concern, particularly since tuition accounts for a signification portion of the College's revenue. The College is concentrating on attracting more students from outside Garrett County as well as more non-traditional students in order to achieve its enrollment goals.

Student Characteristics

Most of Garrett College's credit students (80%) attend full-time. A majority of the student body is white, but the College enrolls a minority population (31%) that is proportionally much larger than that of its service area, which is less than 3%. About 42% of Garrett's students are first-generation. The proportion of incoming students with developmental education needs is high, about 85% on average; although, the 81.5% reported for fall 2014 was the lowest for the four-year period. For FY2014, the percentage of students receiving some form of financial aid (82.9%) remained relatively unchanged from the previous two years. Graduates from Garrett's occupational programs have typically experienced high percentage increases in wage growth, due to the fact that most are full-time students, (This pattern does not hold true for FY2014, but there appears to be a problem with the data.) Only a little more than a third of Garrett students work more than 20 hours per week.

Institutional Performance Relative to the Six State Plan Goals

Garrett College's performance with respect to achieving the six goals for postsecondary education as outlined in the 2013-2017 Maryland State Plan for Postsecondary Education is summarized below.

State Plan Goal 1 - Quality and Effectiveness: Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally for academic excellence and more effectively fulfill the evolving educational needs of its students, the state, and the nation.

Graduates typically give Garrett College high marks on key factors pertaining to academic achievement. On the 2011 cohort alumni survey (Indicator 1), 100% of the respondents indicated satisfaction with their educational goal achievement, a proportion that exceeds the 2014 alumni survey benchmark. For the spring 2013 cohort, non-returning student satisfaction with educational goal achievement (Indicator 2) was 71.4%. This percentage is a significant decline from the 91% reported for spring 2007 and 2009, but it is important to note that the response rate for the 2013 cohort survey was very low, which may be the reason for the decline. Garrett College has typically had a relatively high retention rate when compared with its peers. For fall 2013, retention among college-ready students (Indicator 3b) increased to 73.1%, well above the FY2014 benchmark of 59.0%. The retention rate for developmental students (Indicator 3a) also increased (to 52.4%), but falls short of the 2014 benchmark of 57%.

Of the students in the entering fall 2010 cohort with at least one area of developmental need (Indicator 4), 64.3% completed all recommended developmental course work after four years, significantly higher than the fall 2011 benchmark of 52%. For the fall 2010 cohort, Garrett's successful-persister rate (Indicator 5a) for college-ready students rose to 96.2%, which is just shy of the fall 2011 benchmark of 97.0%. The successful-persister rate for developmental completers (Indicator 5b) also increased significantly, to 86.9%, thereby exceeding the fall 2011 benchmark of 83.0%. The successful-persister rate for developmental non-completers (Indicator 5c) increased significantly, from 32.8% for the fall 2009 cohort to 50.0% for the fall 2010 cohort. For all students, the successful-persister rate (Indicator 5d) was 80.1%, which meets the fall 2011 benchmark of 80.0%. For the fall 2010 cohort, graduation transfer rates improved in all categories (Indicators 6a-6d). The graduation-transfer rate for college-ready students rose to 88.5%, just slightly below the fall 2011 benchmark of 90.0%. The graduation-transfer rate for developmental completers increased to 71.6%, which falls just short of the fall 2011 benchmark of 75%. The graduation-transfer rate for developmental non-completers (48.1%) marked a sharp increase from the 29.7% reported for the fall 2009 cohort. The graduation-transfer rate for all students also increased significantly, to 68.8%, although this falls short of the fall 2011 benchmark of 75.0%.

For FY2014, the College's percentages of expenditures on instruction (Indicator 8a) and academic support (Indicator 8b) were consistent with previous years. The College's percentage of expenditures for instruction has consistently hovered around 35%; this is much lower than what would typically be expected for a community college and is attributable largely to Garrett's small size. Expenditures for student services (Indicator 8c) accounted for 17.9% of the College's budget, just slightly above the FY2015 benchmark.

State Plan Goal 2 – Access, Affordability, and Completion: Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting access, affordability and completion.

For FY2014, Garrett's total unduplicated headcount (Indicator 9a) was down by more than 12% from the record headcount reported for FY2012, but remains in line with the totals reported for FY2011 and FY2013, and is nearly identical to the total reported for FY2013. For FY2014, credit enrollment continued its downward trend, with annual unduplicated headcount for credit students (Indicator 9b) decreasing by almost 9% from FY2013. The College's market share of first-time, full-time freshmen (Indicator 10) continued its downward trend as well, remaining well below the fall benchmark of 80.0%. For FY2014, the College's market-share of part-time undergraduates (Indicator 11) also declined as well, despite an increase in part-time enrollment. This decline underscores the need for the College to focus on offering more programming geared to the needs of part-time students, many of whom are non-traditional. The market share of recent, college-bound high school graduates (Indicator 12) for AY13-14 remained well within the average range for the four-year period, but falls short of the AY14-15 benchmark. Since FY2010, enrollment growth in Garrett College's Division of Continuing Education and Workforce Development (CEWD) has been modest but steady, except for a sharp upward spike that occurred in FY2012. For FY2014, there was virtually no change in unduplicated headcount (Indicator 9c) from FY2013, with headcount essentially meeting the FY2015.

Since FY2010, enrollment in credit online courses (Indicator 13a) has continued an upward trend, reaching a peak in FY2012, due to record overall enrollment that occurred that year. For FY2014, credit online enrollment increased by 11.6% over FY2013, and remains well above the FY2015 benchmark. During this same period, enrollment in non-credit online courses (Indicator 13b) has remained low, due largely to competition from the myriad of free courses offered on the Internet. Enrollment for FY2014 (51), exceeds the four-year average for this measure, but remains far below the FY2015 benchmark. The College's Division of Continuing Education and Workforce Development continues to work on creating more of its own online offerings in an effort to increase enrollment.

Historically, Garrett College has enrolled a significant number of high school students. In the past, enrollment in the dual enrolment program typically ranged from 50-60 students. However, in fall 2009, the number of dual enrolled high school students began a steady decline, which continued until this year (fall 2015). This declining trend has largely been the result of a lack of strong support for the dual enrollment program on the part of the Garrett County Schools. From fall 2011 to fall 2014, the number of dual-enrolled high school students (Indicator 14) has ranged from a high of 39 in fall 2011 to a low of 20 in fall 2012, with enrollment in fall 2014 (28) being the second lowest of the four-year period. However, over the past year, due to the combined efforts of representatives from both the College and the Garrett County Schools, support for the dual-enrollment program has been greatly strengthened and the program itself has been expanded. As a result, high school student enrollment for fall 2015 has increased significantly.

Revenue from tuition and fees has taken on increasing importance as state and county funding have remained stagnant. The poor economy and rising costs forced the College to initiate a modest tuition increase for in-county students in spring 2009, and tuition and fees have been increased have been increased twice since then. Nevertheless, Garrett College's tuition and fees as a percent of tuition and fees at Maryland public four-year institutions (Indicator 15) has changed very little over the four-year window, averaging about 44% of the tuition and fees charged at Maryland public four-year institutions. For FY2014, Garrett's percentage of tuition

and fees was 45.7%, well under the FY2016 benchmark of 50%.

From FY2010 through FY2012, unduplicated annual headcount in community service and lifelong learning courses (Indicator 16a) made significant gains. However, since FY2012, unduplicated annual headcount and annual course enrollments in community service and lifelong learning courses have declined steadily. For FY2014, unduplicated annual headcount in noncredit community service and lifelong learning courses continued to decline, and lag well below the FY2015 benchmark. This most recent decline is largely the result of an increased emphasis on the development of workforce development training courses and programs that has diverted staff attention away from continuing education community service and lifelong learning courses. More attention is now being directed toward this area and the College anticipates a significant increase in headcount for FY2015. Annual course enrollments in continuing education community service and lifelong learning courses for FY2014 also declined, but still exceed the FY2015 benchmark.

For FY2014, enrollment in noncredit basic skills and literacy courses also declined, also due to the emphasis on the development of workforce development training courses and programs. Between FY2013 and FY2014, unduplicated annual headcount (Indicator 17a) fell by 48%, and annual course enrollments (Indicator 17b) fell by 53%, to levels significantly below the FY2015 benchmarks. However, with more attention now being directed to this area as well, the College expects to see significant increases in headcount and course enrollments for FY2015.

State Plan Goal 3 – Diversity: - Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.

Garrett College is committed to achieving a culturally diverse student body, faculty, and staff, and a campus environment that values and actively supports diversity. In fall 2014, minority student enrollment (Indicator 18a) reached a record high of 30.6%, which far exceeds the 2.7% representation of minorities within the College's service area as well as the fall 2015 benchmark of 20%. Much of the growth in the College's minority student population is due to a steadily increasing number of African American students who are enrolling.

Until recently, the College had not been as successful in attracting and retaining minority faculty and staff (Indicators 19 and 20). And while, for fall 2014, the College appears to have a relatively high percentage of minority faculty (8.7%), this percentage represents only two individuals from among its full-time faculty of twenty-two. With so few full-time faculty, a single hire or resignation can cause a significant shift in the percentage of minority representation. However, through the use of targeted recruitment strategies, the College has begun to see some success in attracting minority faculty and administrative and professional staff. As a result of some recent hires, the College's percentage of minority faculty will increase significantly for fall 2015; Garrett's fall 2015 benchmark for minority faculty is 10.0%. As of fall 2014, minority representation among the College's full-time administrative and professional staff was 4.8%, up from the 3.8% reported for fall 2013. The fall 2015 benchmark for minority administrative and professional staff is 8.0%. The combination of targeted recruiting and an expected increase in the number of hiring opportunities, due to the fact that several full-time faculty and a significant number of professional staff are near or at retirement age, may help the

College to make further progress toward achieving its diversity hiring goals.

State Plan Goal 4 – Innovation: - Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes and completion rates.

Two of the "Benchmarks for Effective Educational Practice" as determined from the Community College Survey of Student Engagement (CCSSE): "Student-Faculty Interaction" and "Support for Learners," serve as indicators of the extent to which an institution is student-centered. With respect to "Student-Faculty Interaction", on the 2014 CCSSE, Garrett College's Benchmark score was significantly above the averages for the 2014 CCSSE Cohort, Small Colleges Cohort, and Maryland Association of Community Colleges Cohort. It was also in the upper range among the scores for the 2014 Top Performing Colleges (i.e., those in the top ten percent). With respect to "Support for Learners", Garrett also scored well above average as compared with the 2014 CCSSE Cohort, Small Colleges Cohort, and Maryland Association of Community Colleges Cohort.

Based on comparative data regarding the performance of community college transfer students, Garrett College graduates have frequently outperformed graduates from the other Maryland community colleges. After one year at the receiving institution, transfers from Garrett have historically held very high cumulative averages (Indicator 23a). However, mean GPAs declined for AY09-10 and AY10-11 (the College has been unable to determine the reason for these declines), but rebounded somewhat in AY11-12 and continued to rise in AY12-13. The percentages of students with a cumulative GPA after the first year of transfer of 2.0 or above (Indicator 23b) have followed a similar pattern, declining in AY09-10 and AY10-11, but then beginning an upward trend in AY11-12 and AY12-13. (It should be noted that for AY13-14, no data were provided for these measures.) The mean GPA for the 2014 graduating class was 3.07.

Annually, Garrett College administers the Collegiate Assessment of Academic Proficiency (CAAP) test to all degree candidates in order to evaluate student attainment in critical thinking, mathematics, and written communication. For spring 2015, overall performance was down slightly for the Writing Essay portion of the CAAP, but better in Critical Thinking, and significantly better in Mathematics. Sixty-six percent of students scored at or above the national mean in Mathematics; 38% on the Writing Essay; and 52% in Critical Thinking.

Data collected from Alumni Surveys with regard to the percentage of transfer program graduates indicating satisfaction with their preparation for transfer (Indicator 24) has tended to vary widely with no clear trend emerging. Such variation is to be expected due to the very small number of students in the sample where just a small change in the numerator can produce a relatively large percentage change. Moreover, response rates to these surveys have typically been very low. Eighty percent of respondents on the 2011 survey (4 out of 5 students) indicated they were satisfied with their preparation for transfer, thereby meeting the 2014 Alumni Survey benchmark.

For FY2014, the College awarded a total of 112 associate degrees and/or credit certificates: 33 career (A.A.S.) degrees, 75 transfer (A.A.) degrees, and 4 credit certificates, similar to the

number awarded in FY2013. Since fall 2010, enrollment in Education transfer programs (Indicator 27a) has declined steadily, although there was virtually no change between fall 2013 (57) and fall 2014 (58). During this same period, the number of Teacher Education degrees awarded has varied widely, ranging from as few as 5 degrees awarded in FY2010 to 16 degrees awarded in FY2011. Fourteen degrees were awarded for FY2014. The decline in enrollment for Education transfers is most likely a result of the poor employment outlook for teachers that exists locally, due to a declining school-age population and concomitant budget cuts.

Among Pell grant recipients in the fall 2013 cohort, fall-to-fall retention (Indicator 26a) increased to 50.8%, slightly above the fall 2014 cohort benchmark. On the other hand, fall-to-fall retention among students who did not receive Pell grants (Indicator 26b) decreased to 55.4%, which falls below the four-year average and well below the fall 2014 benchmark. It should be noted, however, that the 71.7% retention rate reported for the 2011 cohort is unusually high. Factoring this value out, performance of the fall 2013 cohort is on par with the average for the four-year period.

State Plan Goal 5 – Economic Growth and Vitality: -Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.

Garrett College continues to work towards the State Plan goal to "promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce." On the 2011 Alumni Survey, 100% of career program graduates indicated they were employed full-time in jobs related to their academic field (Indicator 28). This percentage exceeds the 2014 survey benchmark of 85%. On this same survey, 100% of graduates indicated they were satisfied with their job preparation (Indicator 29).

The demand for graduates from science, technology, engineering, and mathematics (STEM) programs is increasing and is expected to increase even more in the near future. In fall 2012, 322 students were enrolled in STEM programs (Indicator 35a) at Garrett College. Since then, enrollment in STEM programs has declined, largely as a result of the overall decrease in enrollment the College has experienced during this same period. For fall 2014, 228 students were enrolled in STEM programs, a number that falls just shy of the fall 2015 benchmark. The number of STEM degrees or certificates awarded (Indicator 35b) has varied, ranging from 16 in FY2011 to 29 in FY2013. For FY2014, 22 students were awarded STEM degrees or certificates, near the average for the four year period, but well below the FY2015 benchmark.

Workforce development courses support the State Plan's objective of providing ongoing educational programs and services that employees and employers require for upgrading skills. For FY2014, Garrett College's Continuing Education and Workforce Development (CEWD) division had more than 7,400 enrollments in non-credit workforce development courses (Indicator 30b), out of a community of approximately 12,000 households, a number that far exceeds the FY2015 benchmark. Unduplicated annual headcount (Indicator 30a) for FY2014 increased to more than 3,400, a 12.7% increase that falls just below the 2015 benchmark. CEWD also offers Continuing Professional Education leading to government or industry-

required certification or licensure. For FY2014, annual unduplicated headcount for Continuing Professional Education (Indicator 31a) saw a 10.3% increase from FY2013. Annual course enrollments in Continuing Professional Education (Indicator 31b) also increased, by 16.4% from FY2013. Despite these gains, however, overall performance in this area has continued to decline, due mainly to the reduced demand for continuing professional education from the local hospital, banks, and realtors who are receiving much of their continuing professional education online.

The Continuing Education and Workforce Development division also offers customized training in response to the needs of local businesses and industries as well as governmental and non-profit agencies. For FY2014, unduplicated annual headcount in contract training courses (Indicator 33a) increased by 8.7%, and remains well above the FY2015 benchmark. Annual course enrollments in contract training (Indicator 33b) also increased and are well above the FY2015 benchmark. Local employers have consistently indicated a high degree of satisfaction with the contract training Garrett College provides. Results from Employer Surveys indicated that 96.6% of employers are satisfied with the contract training provided by College (Indicator 34).

State Plan Goal 6 – Data Use and Distribution: -Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive, communication, effective policy analysis, informed decision-making, and achievement of state goals.

At Garrett College, data used for planning, management, and assessment are gathered from a variety of sources. The data collected as part of the Maryland Higher Education Commission's Institutional Performance Accountability System and for reporting to the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) provide the foundation for the College's institutional assessment needs. Other sources include results from the Collegiate Assessment of Academic Proficiency (CAAP), which tests graduating student achievement in communication, mathematics, and critical thinking, the Community College Survey of Student Engagement (CCSSE), and the National Community College Benchmarking Project (NCCBP). The College also collects data from student course evaluations, a graduating student survey, biennial student and employee surveys, and from various community outreach activities, e.g., focus groups. These data are supplemented by data collected for specific uses in-house as well as by results obtained from assessment of student learning outcomes at the course, program, and institutional (general education) level. The College has strengthened its institutional research capability to ensure that any needed data can be readily obtained.

Among a wide range of data applications, Garrett College consistently uses assessment data to develop, review, and, if necessary, revise its strategic and operational plans. For example, the FY2014-16 Strategic Plan incorporates measurable objectives that employ the use of quantitative performance measures. The use of such measures (in conjunction with established performance targets or benchmarks) enables the College to evaluate the degree to which the strategic objectives are being or have been achieved, and also to determine where revisions to the Strategic Plan are needed. The use of measurable objectives and quantitative performance measures are also incorporated into unit operating plans. Enrollment management, improvement

of teaching and learning, and financial management are examples of other college activities that depend on the extensive use of data in order to be carried out effectively.

Response to Commission Questions from the College's 2014 Report

Graduation and transfer rates after four years for college-ready students (Indicator 6a).
Graduation and transfer rates after four years for developmental completers (Indicator 6b).

Commission Assessment: Despite decreases in graduation and transfer rates for college-ready students and fluctuations in these rates for developmental completers from the fall 2006 cohort and the fall 2009 cohort, the College has established benchmarks calling for significant increases for the fall 2011 cohort. The College acknowledges the "poor performance" of the fall 2009 cohort on meeting the stated benchmark. Please discuss the factors that may have contributed to this performance and the future strategies that will be employed.

Response: The College analyzed a considerable amount of data and other information in an effort to determine the reason (or reasons) for the poor performance of the FY2009 cohort. Unfortunately, this analysis failed to point to any particular factors which could help explain the reasons for the 2009 cohort's poor performance. As a result, the College has not been able to develop particular strategies for improving student performance beyond those that have either already been implemented or that will soon be initiated as part of the College's ongoing efforts to improve student success. It is worth noting again that, for the fall 2010 cohort, the graduation-transfer rate for college-ready students rose to 88.5% from the 72.3% reported for the fall 2009 cohort, just slightly below the fall 2011 benchmark of 90.0%. The graduation-transfer rate for developmental completers rose to 71.6% from the 60.3% reported for the 2009 cohort, which falls just short of the fall 2011 benchmark of 75%.

COMMUNITY OUTREACH AND IMPACT

Following is a summary of Garrett College's main contributions to the community, including local employers, schools, businesses, and nonprofit organizations, in fiscal year 2014.

Garrett Institute for Lifelong Learning (GILL)
The Garrett Institute for Lifelong Learning (GILL), which began offering classes in 2013, is a member driven organization whose mission is to enrich lives by offering a wide variety of stimulating educational, cultural, and social programs geared toward a diverse community of adults primarily 50+ years, but open to all. GILL is administered by its own Board of Directors, run in affiliation with the Continuing Education and Workforce Development department of Garrett College, and supported through membership and program fees. Members work together to determine the interests and needs of the group. A Program Committee is then charged with the tasks of bringing the class to fruition—finding instructors, defining the scope of curriculum, etc. For FY2015, GILL had 144 members, and offered 43 classes, with 377 total enrollments.

Deep Creek 2014 International Canoe Federation's Canoe Slalom World Championship: In September 2014, the Deep Creek 2014 International Canoe Federation's Canoe Slalom World Championships were held at the Adventure Sports Center International's artificial whitewater

rafting and kayaking course in McHenry, Maryland. Deep Creek 2014 hosted athletes from 42 countries. Garrett College served as an Enduring Partner for this six-day world-class event, and several College employees played various roles in its planning, organization, and execution. The College's Center for Adventure & Experiential Learning (CAEL) and Adventuresports Institute ® also hosted an Adventure Exposition at the event. The CAEL also assisted with the coordination of a Whitewater History Museum in collaboration with Kent Ford, an award winning videographer and former world champion paddler.

The Power of Possibilities:
The Power of Possibilities (POP) series of events is an ongoing series of conferences, training opportunities and business collaboration events. These events will help enhance the regional entrepreneurial support system in an effort to help improve the economic conditions of rural Appalachia, support small business growth and create jobs. Sponsored by Garrett College, The Garrett Center for Entrepreneurship and, and The Greater Cumberland Committee, the events spanning the 2015 fiscal year impacted well over 600 individuals. The first in the series of events was a community leadership collaboration event in October 2014 that served as the kick-off for a business and innovation plan competition. Over the span of the winter months, training opportunities were held for high school students, college students, staff and faculty as well as community members to assist with business plan development. Then, in May of 2015 a spring conference was held where competition winners were announced and entrepreneurs gathered to network and learn more about local trades. This conference was also co-sponsored by the National Association for Community College Entrepreneurship (NACCE) and emphasized the importance of an entrepreneurial culture to support economic development. The intent of POP is that these activities will begin to change the perception of success in Garrett County and surrounding region and drive competency among infrastructure/ecosystem players and entrepreneurs.

The Joan Crawford Lecture Series:
The Joan Crawford Lecture Series at Garrett College was begun as a way to honor a former English professor and colleague, Joan Crawford and to enhance the academic atmosphere at the College. The lectures bring together Garrett College students with community members in a learning environment where different topics are presented and discussed. Over the last three years, the College has been fortunate to host two Holocaust survivors and a concentration camp liberator. Sol Goldstein, a young, Jewish, American soldier spoke about landing on the beach in Normandy on D-Day, fighting in the Battle of the Bulge, and being one of the first soldiers to drive through the fence at Buchenwald and liberating that concentration camp. Halina Silber spoke in October 2014. She was #16 on Schindler's List. She began working in his factory in Krakow when she was 12 years old. Rubin Sztajer is scheduled to speak this month (September 2015). He was imprisoned in several concentration camps and was almost dead by the end of the war. It took him three years to regain his health.   The message of these presentation has been powerful and has affected the hundreds of people in attendance.

COST CONTAINMENT

Garrett College continually strives for both operational and financial efficiency during the development of our annual operating budget. The following actions have taken place to contain costs and at the same time maintain operational effectiveness:

1. Elimination on retirement of an IT Software Support Technician position and Service Desk software – a savings of $62,000; implementation of an automated software solution cost $14,000/ year resulting in a total savings of $48,000 annually.

2. Installation in-house of a video camera surveillance system – savings $15,780

3. Elimination of Director of the Student Success Center – savings $84,000

4. Deferred hiring of a Facilities Planner, while at the same time, other staff and an external consultant have completed the Part I and Part II for the Continuing Education and Performing Arts Center building renovation and addition presented to MHEC, MDP, DBM and DGS and other State agencies – resulting in a savings of approximately $66,000.

Total Savings during FY 2015: $213,780

GARRETT COLLEGE
2015 ACCOUNTABILITY REPORT

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	21.7%	21.3%	14.0%	19.1%
B.	Students with developmental education needs	85.0%	83.8%	89.0%	81.5%

		Spring 2008	Spring 2010	Spring 2011	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)		59.2%	47.0%	41.5%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	N/A	N/A	N/A	N/A

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	53.4%	57.9%	57.5%	55.0%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	78.6%	83.0%	82.1%	82.9%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	38.4%	38.4%	35.3%	34.6%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	2.1%	2.7%	3.2%	2.5%
	b. Black/African American only	17.8%	20.5%	23.7%	23.9%
	c. American Indian or Alaskan native only	0.2%	0.2%	0.0%	0.1%
	d. Native Hawaiian or other Pacific Islander only	0.0%	0.8%	0.2%	0.1%
	e. Asian only	0.3%	0.2%	0.0%	0.3%
	f. White only	77.9%	74.7%	68.4%	67.8%
	g. Multiple races	0.9%	1.8%	2.0%	3.1%
	h. Foreign/Non-resident alien	0.8%	1.3%	1.4%	2.2%
	i. Unknown/Unreported	0.0%	0.0%	1.0%	0.0%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$12,165	$10,310	$8,236	$8,010
	b. Median income three years after graduation	$21,143	$23,577	$20,550	$8,346

Goal 1: Quality and Effectiveness

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	95.6%	96.4%	91.4%	100.0%	**95.0%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	91.3%	90.6%	N/A	71.4%	**93.0%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	54.6%	53.8%	44.0%	52.4%	**57.0%**
	b. College-ready students	62.8%	60.0%	65.7%	73.1%	**59.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	53.3%	44.0%	57.0%	64.3%	**52.0%**

GARRETT COLLEGE
2015 ACCOUNTABILITY REPORT

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	89.2%	95.7%	84.6%	96.2%	**97.0%**
	b. Developmental completers	85.4%	83.1%	69.9%	86.9%	**83.0%**
	c. Developmental non-completers	50.0%	66.7%	32.8%	50.0%	**Not Applicable**
	d. All students in cohort	78.9%	86.5%	64.5%	80.1%	**80.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	77.1%	79.8%	72.3%	88.5%	**90.0%**
	b. Developmental completers	74.4%	67.6%	60.3%	71.6%	**75.0%**
	c. Developmental non-completers	47.9%	66.7%	29.7%	48.1%	**Not Applicable**
	d. All students in cohort	69.5%	73.5%	55.8%	68.8%	**75.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7	Licensure/certification examination pass rates	n/a	n/a	n/a	n/a	**n/a**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8	Percent of expenditures					
	a. Instruction	33.9%	35.5%	33.7%	33.9%	**38.0%**
	b. Academic Support	8.5%	8.4%	5.0%	8.7%	**10.0%**
	c. Student Services	17.2%	18.2%	19.8%	17.9%	**17.0%**
	d. Other	40.4%	37.9%	41.5%	39.5%	**35.0%**

Goal 2: Access and Affordability

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	4,810	5,595	4,900	4,903	**5,260**
	b. Credit students	999	1,070	995	907	**1,260**
	c. Continuing education students	3,881	4,525	4,020	3,996	**4,000**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	82.6%	83.2%	75.9%	69.9%	**80.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	66.4%	62.8%	65.8%	58.2%	**75.0%**

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	75.1%	83.3%	77.8%	77.4%	**83.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	638	1,091	825	921	**650**
	b. Continuing Education	45	22	43	51	**80**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	39	20	34	28	**55**

		FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	44.1%	43.8%	42.4%	45.7%	**50.0%**

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	852	1,403	1,092	829	**940**
	b. Annual course enrollments	1,093	2,070	1,532	1,346	**1,200**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	137	161	170	88	**150**
	b. Annual course enrollments	260	277	260	122	**240**

Goal 3: Diversity

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	22.1%	24.7%	27.8%	30.6%	**20.0%**
	b. Percent nonwhite service area population, 18 or older	2.0%	2.3%	3.1%	2.7%	**Not Applicable**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19	Percent minorities of full-time faculty	9.5%	9.0%	8.7%	8.7%	**10.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff					
		7.2%	3.7%	3.8%	4.8%	**8.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	<50	<50	55.6%	79.6%	**n/a**
	b. Asian, Pacific Islander	<50	<50	<50	<50	**n/a**
	c. Hispanic	<50	<50	<50	<50	**n/a**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	<50	<50	53.7%	75.5%	**n/a**
	b. Asian, Pacific Islander	<50	<50	<50	<50	**n/a**
	c. Hispanic	<50	<50	<50	<50	**n/a**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

Goal 4: Student-Centered Learning

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
23	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	71.2%	86.1%	86.8%	N/A	**94.0%**
	b. Mean GPA after first year	2.57	2.76	2.81	N/A	**2.95**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24	Graduate satisfaction with preparation for transfer	91%	**69%**	**N/A**	**80%**	**80.0%**
	Note: Response categories changed starting in 2008.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
25	Associate degrees and credit certificates awarded					
	a. Career degrees	32	43	35	33	**55**
	b. Transfer degrees	66	90	71	75	**60**
	c. Certificates	7	2	1	4	**15**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	55.9%	53.1%	40.4%	50.8%	**50.0%**
	b. Non-recipients	53.3%	71.7%	60.0%	55.4%	**65.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27	Education transfer programs					
	a. Credit enrollment	67	66	57	58	**95**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	16	6	11	14	**20**

<mark>**Goal 5: Economic Growth and Vitality**</mark>

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	70.0%	64.3%	77.8%	100.0%	**85.0%**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	84.2%	88.9%	57.1%	100.0%	**70.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	3,043	3,109	3,029	3,475	**3,500**
	b. Annual course enrollments	6,159	7,352	7,022	7,479	**5,850**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	823	882	858		**1,310**
	b. Annual course enrollments	1,043	998	996		**1,400**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	36	40	35	45	**30**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	2,046	2,138	2,116	2,300	**1,940**
	b. Annual course enrollments	4,269	5,585	5,534	5,728	**3,940**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34	Employer satisfaction with contract training	100.0%	100.0%	96.3%	96.6%	**97.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35	STEM programs					
	a. Credit enrollment	301	322	276	228	**230**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	16	27	29	22	**30**

HAGERSTOWN COMMUNITY COLLEGE

MISSION

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

INSTITUTIONAL ASSESSMENT

State Plan Goal 1 - Quality and Effectiveness

Along with meeting all standards for full re-accreditation by the Middles States Association on Higher Education in 2015, several programs and service areas are accredited as well, including Radiography (Joint Review Committee on Education); Nursing and Practical Nursing programs (Maryland Board of Nursing); and Children's Learning Center (National Association for the Education of Young Children). Additionally, HCC is designated as one of six community colleges nationally by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Information Assurance 2-Year Education (CAE2Y).

The College's integrated institutional effectiveness system of planning, budgeting and evaluation effectiveness is the central process for the College's growth, development, and quality assurance. This "plan, do, assess, and adjust" model is the foundation for strengthening and continuously improving the institution. Built upon key institutional productivity indicators and data measures, the model is integrated in the College's strategic plan, as well as its action plans. Institutional productivity indicators and faculty and non-faculty data measures are reviewed at least annually through the College's planning process and broadly demonstrate how well HCC operates as an organization.

HCC is committed to, and accountable for, the effective use of public funding and complies fully with generally accepted accounting principles. Cost-benefit models and program reviews are a part of the planning, budgeting, and assessment /evaluation model. Calculated using operational funds only, the percent of expenditures (Indicator 8) for instruction for FY14 was 40.0 percent. When coupled with academic support, 46.9 percent of the College's operating budget was the spent for instruction, up a percent from the previous year. In FY14, audited operating expenditures for instruction and academic support were approximately $14.95 million. Moreover, an additional $1.65 million of grant funding was available in FY14 to support to support these two functions.

As a top institutional priority, HCC continues to examine and refine support systems to improve student satisfaction and achievement. HCC developed strategies to improve retention through a data-driven review of academic programs with low retention and completion rates, as well as selected student service programs. Program requirements, general education courses, and electives have been studied and aligned more appropriately with programs at transfer institutions. Some high impact courses were restructured. Also, reverse transfer agreements with four-year

transfer partner schools were implemented. Fall-to-fall retention rates of college-ready students for the fall 2013 cohort increased from 58.0 percent to 60.7 percent, and that of developmental students increased from 46.6 to 48.7 percent (Indicator 3). These increases are due, in part, to the elimination of self-paced courses for developmental Mathematics (2011) and English (2014). Cohorts prior to 2012 show decreases in persistence and completion (Indicator 4). After a transition year, retention and completion rates for developmental students are higher. All developmental levels across English, English as a Second Language (ESL), and math have been standardized. Further, mentors are assigned to all adjunct developmental studies instructors to provide advice and instructional support, which ultimately benefits students.

HCC awarded in FY14 the highest numbers of associate degrees and certificates in its history (Indicator 25). Student engagement is critical to retention and completion. HCC has several initiatives to foster program completion, which include the STEMM Middle College, refinement of the master class schedule, developing comprehensive academic and financial plans for students, and giving increased visibility to its credit for prior learning program. All new students are required to meet with an academic advisor to create an academic plan that lays out all future semesters and class selection. This helps students be more self-sufficient by using Web Advisor to register for all of their classes online. This, in turn, frees advisors to spend more time with those students who are struggling. To this end, HCC has two career academic advisors to serve students who are undecided about their majors and/or career goals. Case management programs, such as TRiO Student Support Services (SSS), Disability Support Services (DSS), and Job Training Student Resources (JTSR), also play a big role in HCC's recent success with program completion. Additional student spaces, such as the Veterans' Connection Center and the skills lab for interview/job search training, in the expanded Student Center were specifically created to support retention, growth and development by providing more opportunities to engage students. The College continues to encourage students to participate in campus wide activities, leadership opportunities, and on-campus student employment, all of which foster and support student development and retention.

Consistent with student success literature, success levels of developmental completers and college-ready students exceed those of developmental non-completers. The successful-persister rate (Indicator 5), of the 2010 cohort after four years for college-ready students (90.3 percent) and developmental completers (86 percent) is higher than that of developmental non-completers (39.7 percent). The same is true of graduation transfer rates (Indicator 6). The College's emphasis on student learning outcome assessment has been a direct response to an increased emphasis on completion rates. Degree audits, which are reports that show how many courses a student needs to complete his/her program, have been a tool used by advisors to help students close to meeting degree and certificate requirements. Academic programs are regularly reviewed during unit planning to address possible impediments to completion (e.g. unnecessary prerequisites, course scheduling and sequencing, etc.).

Perhaps the most significant measure to facilitate student retention, achievement and completion at HCC is the Learning Support Center (LSC). The LSC is a facility in which students, learning support specialists, and faculty work as a team to reach common academic goals. Fostering an optimal learning environment for supplemental instruction, the LSC operates seven days a week to provide academic support to students in all curricular areas at all academic levels. In addition

to group study rooms, classrooms, and a lecture hall, there are 40 desktop and 140 laptop computers dispersed throughout flexible learning areas. There are eight professional staff members who handle the content areas of English, business, accounting, computer technology, math, science, and writing content areas. Peer tutors have expertise in an array of subjects as well. The LSC offers individual drop-in tutoring, scheduled peer-led small group studies, supplemental instruction, workshops, and specialized assistance with specific populations, such as TRiO: Student Support Services. Since opening in January 2013, it operates at full capacity on a daily basis. By the end of its first full year of operation, more than 50 percent of all credit-bearing HCC students utilized services in the LSC.

First time passing rates on licensure/certification examinations (Indicator 7) for Practical Nursing have been 100 percent for the last four years. Students in HCC's associate degree nursing program had a pass rate of 95.1 percent, and the second highest scores among all Maryland colleges for the NCLEX-RN first-time candidate exam during the 2013-2014 academic year. The percentage of radiology graduates passing the registry examination dropped for the first time in four years, and faculty are in the process of analyzing curriculum and possible reasons for this.

State Plan Goal 2 - Access and Affordability

HCC's campus is located in a tri-state area where the Washington County borders Pennsylvania and West Virginia. Washington County residents accounted for 75 percent of enrollment, while 5 percent were residents from other Maryland counties. Out-of-state residents accounted for 20 percent of the FY14 credit enrollment. In FY14, the total annual unduplicated total headcount increased by 1.6 percent over the previous year (Indicator 9). Like most community colleges in Maryland, credit headcount declined, and had a concomitant impact on other enrollment-related indicators (e.g., 10, 11, 14, 27, and 35. Efforts to attract and retain local high school graduates remain a high priority. Though HCC remains the college of choice for college-bound high school students (Indicator 12), it continues to expand its marketing, recruitment, and programming efforts to attain greater penetration into the traditional college age (25 years or younger) population.

Almost 64 percent of HCC credit students receive loans, scholarships, and/or need-based financial aid. HCC remains the most affordable of postsecondary educational and training options in its service region. Tuition and fees for a full-time HCC credit student in FY 14 was 43.2 percent of that for attending Maryland public four-year institutions (Indicator 15). Though the College remains vigilant about tuition, funding cuts may leave the College with few alternatives to raising tuition if quality in instruction, staff, and service delivery is not to be jeopardized.

Offering online courses enhances accessibility and increases the ability to meet workforce requirements/needs as obstacles of location, class schedules, transportation, and time are alleviated. Expansion of online credit course offerings from FY 11 through FY14 resulted in an increase of 66.8 percent, exceeding the established benchmark (Indicator 13). HCC currently offers 14 degrees and certificates that are 100 percent online. Learning outcomes for online courses are the same for all courses/programs regardless of instructional modality. A quality assurance tool for online instruction used by HCC faculty is Quality Matters; a faculty-centered,

peer review process designed to certify the quality of online and blended courses and online components.

HCC offers adult basic education and GED classes aligned with developmental studies. In the last year, the GED curriculum has become much more rigorous, and the College anticipated those enrollments would be down initially. Though that was the case, unduplicated enrollments and annual course enrollments in FY14 exceed the established benchmarks (Indicator 17).

State Plan Goal 3 – Diversity

Being a leader in the community, HCC takes seriously its commitment to recruiting students and employees of diverse backgrounds. Based upon 2010 census data and 2013 population estimates from the Census Bureau, Washington County became more racially and ethnically diverse from the years 2000 through 2010. Minority groups comprise about 16.7 percent of the population, but the College's minority credit students accounted for 22.0 percent of all enrollments in fall 2014. African Americans comprise the largest minority group, both in the county and at HCC, and account for 11.1 percent of the total enrollment.

There were 77 African American students in the 2010 cohort as seen in degree progress charts (Appendix B). The successful persister rate after four years (Indicator 21) for the cohort was 59.7 percent while the rate for all students in the cohort was 71.3 percent. The graduation-transfer rate for those cohorts was 45.5 percent for African Americans (Indicator 22) and 50.8 percent for all students.

Increasing the number and diversity of student enrollments remains critical to HCC's success. In accordance with federal regulations under the Higher Education Opportunity Act, institution-wide assessment information is available to current and prospective students through the public disclosure site of HCC's Web page, which includes student diversity. The College continues to promote and recruit, on a regional basis, its statewide instructional programs, such as alternative energy technology and biotechnology. The Multicultural Recruiter, who is Hispanic, visits English Language Learner (ELL) classes in all local high schools at least once per semester. He also visits minority-owned businesses every semester, hosts a minority information session at the local public library, and sends an annual mailing to predominately minority churches about ELL, continuing education and credit courses. Additional efforts include, but are not limited to, providing adequate and sustainable need-based financial aid. 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 loans issues and important deadlines. The results of these efforts are demonstrated by an increase in numbers of minority students receiving financial aid. From FY10 through FY14, the number of minority students receiving financial aid grew by 65.8 percent. In FY14, 70.0 percent of all enrolled minorities received some form of financial aid, which is the highest percentage in the history of the College.

Two case management programs provide services to at-risk students to help them persist and complete their studies. The Job Training Student Support program works with low income adult students in career programs, and over 30 percent are minority students. The TRiO Student Support Services program provides case management and supports to students who are first generation, low income, and/or have disabilities. Approximately 40 percent of those in the TRiO program are members of a minority group.

Support for student diversity is also evidenced by the range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the Black Student Union, the Aikido Club (Japanese culture), the International Club, the National Organization for Women, and the Spectrum Club (open to and accepting of all identities). Other initiatives include co-sponsoring the annual Hispanic Festival, along with a multicultural mentoring program.

The Multicultural Committee, which consists of faculty, staff, and students, promotes student learning, appreciation of differences and similarities, educational and cultural programming, and professional development programs that help create an open campus environment. This committee annually plans and sponsors an on-campus diversity event in honor of Martin Luther King, Jr. on the national holiday. The College also has co-sponsored since 2008 the community's annual Hispanic festival, from which a portion of revenue funds scholarships for Hispanic students attending HCC.

One of the College's greatest challenges, as a small college in Western Maryland, has been the lack of role models for the increasing diverse student population. The region lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas. The challenge to recruit full-time faculty and administrators of color to provide positive role models and to help create a culturally diverse environment is an institutional priority. Along with these measures, the HR Department sponsors training on discrimination and harassment and implemented an electronic version of annual recertification training in 2013 for all employees. HCC is slowly benefiting from its recruitment efforts and, in fall 2014, there were five full-time faculty who were minorities compared to one in fall 2008. Overall, 7.7 percent of all non-faculty regular employees in fall 2014 were minorities, a percentage that has remained relatively flat over the last five years. Of those, 4.2 percent fell into the administrative/professional classification.

State Plan Goal 4 - A Student-Centered Learning System

Building upon its partnership with Washington County Public Schools (WCPS), HCC's Science, Technology, Engineering, Math and Medical Middle College (STMC) offers qualified high school students opportunities to earn college credits while completing their high school graduation requirements. HCC has Upward Bound grant funding which is based upon a collaborative partnership with WCPS. Furthermore, WCPS and HCC participate in a data sharing agreement to better understand and remove barriers to student readiness for college level work.

The developmental math sequence of MAT098, MAT099, and MAT100 was restructured using the supplemental model of course redesign to facilitate and support student success. Students move more quickly through the developmental course sequence, including 7.5 week sessions

held back-to-back during one semester, thereby reducing total time needed to move through developmental studies and into college-level work.

HCC offers 11 courses and two internships within it Education Program. The program includes several pathways for credentials, including two AAT degrees (Early Childhood Education/ Early Childhood Special Education, and Elementary Education/ Elementary Special Education), an AS in Education, an AAS in Early Childhood and Primary Grades Education, and the Education Child Care Professional certificate or letter of recognition. While credit enrollments dropped slightly from fall 2013 to fall 2014, the number of awards increased by one percent (Indicator 27). The College is studying the trend data related to transfer students, including those who transfer without earning HCC credentials.

Student success through teaching excellence is the primary goal of HCC, with commitment to strengthening the teaching-learning process. In 2013, through the support of a local foundation, HCC developed the Alice V. and David Fletcher Foundation Faculty Development Center (Fletcher FFDC) on its campus. The FFDC consists of faculty professional development modules regarding conceptual and technology-based teaching tools, strategies for addressing learners effectively, legal issues pertaining to postsecondary education, and assessment and evaluation; thereby facilitating academic success and satisfaction of students.

State Plan Goal 5 - Economic Growth and Vitality, Workforce Development

As a major partner in the economic and workforce development of the region, HCC educates and trains a significant portion of the regional workforce. To respond to employer needs, local and State employment trends are studied via environmental scanning, economic forecast data, and input by advisory committees. As a result, HCC developed high skill/high wage programs in Biotechnology, Alternative Energy, Dental Hygiene and Cybersecurity. All career programs have advisory committees, which include industry/business leaders who review program curriculum; employment / hiring trends and changes in the field; and provide input into curriculum development / revision. For example, USAMRIID and the National Cancer Institute participate on the biotechnology advisory committee; First Solar on the alternative energy advisory committee, and the Defense Information Systems Agency (DISA) on the cybersecurity advisory committee.

Workforce development, certifications and licensures, and contract training are administered through the Continuing Education and Business Services unit. Unduplicated enrollment in contract training (Indicator 33) more than doubled from FY13 to FY14. Employer satisfaction with contract training has always been high and was 100 percent for three of the last four years (Indicator 34). Unduplicated enrollment was up by 2.6 percent in certification and licensure courses (Indicator 31), while course enrollments were down by that same percentage. HCC is continuing to shape its array of credit-free course and program offerings to serve both the new demands for content as well as instructional delivery preferences.

Explanation Required by the Commission

Percent minorities of full-time faculty (Indicator 19)

Commission Assessment: Despite decreases in the percentage of minority full-time faculty from Fall 2010 to Fall 2013, the College estimates a two-fold increase for Fall 2015. Please discuss the strategies that inform this aggressive goal.

College Response: HCC's commitment to increasing diversity is incorporated into its 2018 Strategic Plan as Strategic Goal 6.1 - "Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff." Improving the diversity of its workforce as a small college in Western Maryland remains one of HCC's challenges because the area lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas. The challenge to recruit full-time faculty and administrators to provide positive role models and create a more culturally diverse environment continues to be an institutional priority for the near future. The College is benefiting from its faculty recruitment efforts to provide role models for the increasing diverse student population. In fall 2014, 6.0 percent of full-time faculty fell into minority categories, along with 7.3 percent of all regular full-time employees. Though there was a gain of almost one percent in terms of minority faculty members from fall 2013 to 2014, percentages can be misleading because a small numeric change can appear far greater or smaller when examined as a percentage of total population. Since such gains are occurring one person at a time, the College may have been ambitious by hoping to have 11 percent by fall 2015. The benchmarks were established prior to state-wide enrollment declines and budget constraints that have included cut backs and vacant positions not being filled.

HCC's employment application requests optional statistical data, which helps inform decisions to increase or renew its advertising and recruiting efforts. The HR Department (HRD) completes the first review of applicants without regard for race, gender, or age, and demographic information is not provided to the hiring manager and/or the search committee. As the College recruits broadly for faculty and executive leadership positions, the HRD continues to expand its outreach via appropriate and effective recruiting models. Position vacancies are placed on HCC's Human Resources (HR) web page, and are typically advertised through minority resources such as Minority Resources Edition of Equal Employment and Civil Rights Journal, and National Minority Update. Additionally, the HR Director and other HR staff attend job/career fairs that attract large numbers of minorities, such as Bowie State University, Morgan State University, Coppin State University and Fort Detrick, Maryland.

Fall-to-fall retention for Pell grant recipients (Indicator 26a)

Commission Assessment: The College has had decreases in fall-to-fall retention of Pell grant recipients from the Fall 2009 cohort to the Fall 2012 cohort with substantial estimated increases for the benchmarked Fall 2014 cohort. Please explain what may have contributed to the decreases and any steps the College has taken or intends to take to increase retention of Pell-eligible students.

College Response: Recent federal government regulations for Pell Grants, guaranteed student loans and satisfactory academic progress (SAP) have negatively impacted HCC's overall enrollment and retention rates. Students now are significantly limited in the amount of time they

have to complete a bachelor's degree with support from Pell grants, along with changes in the Estimated Family Contribution (EFC). The SAP process requires students to pass 70 percent of their attempted coursework cumulatively or their financial aid is in jeopardy. This is especially challenging for students at an open enrollment institution. Approximately 75 percent of students are under-prepared for college level work and have external challenges to juggle, such as jobs and family. Additionally, though full-time students who qualify for the maximum Pell funding are awarded more dollars, the number of semesters they are qualified to receive Pell has been reduced from 18 to 12. This is particularly difficult for community college students who need to obtain their associate degree before moving on to their bachelor's degree.

Moreover, students are no longer permitted to receive three semesters of Pell funding. If they use their annual eligibility during the fall and spring semester, they are not eligible for additional money in the summer. This means those students who receive a refund check in the fall and spring must save that money to pay for their summer classes. Realistically, students are spending that refunds on rent, gas and other living expenses, and are not saving it for tuition that will be due months from when they receive the check. In FY13, the Student Financial Aid Office (SFAO) took steps to split federal loan disbursements into two payments per semester. This forces students to be accountable and to continue attending classes in order to receive their full award. Also, to foster enrollment and retention, the SFAO works closely with Institutional Advancement to provide several scholarship opportunities for those who show scholastic promise and financial need. Most scholarships are awarded for a one-year period.

Academic planning is important if students want to receive enough Pell grant money to pay for both the associates and the bachelor's degrees. Many HCC students are unable to pursue a true full-time schedule of 15 credits per term, which would allow them to graduate in two years. The more semesters a student spends at HCC, the less time they will have Pell available to them at their four-year institution. This is a primary reason why HCC developed its "15 to Finish" campaign, which encourages students to take more classes per semester. All of these aforementioned changes in combination have made it very difficult for HCC students to persist with their education due to financial hardship. Along with promotion of the "15 to finish" campaign, HCC requires all new students to meet with an advisor to create an academic plan, which lays out future semesters and class selection.

Based upon these financial factors and implications, the need for students to borrow loans to attend school has increased. In the fall 2009, 16 percent of HCC's students borrowed money to attend, which increased to 30 percent in fall 2013. The SFAO seeks to educate students through financial literacy workshops regarding loan repayment. The College also continues to encourage students to participate in on-campus student employment, which fosters retention as well.

The College has observed that, with the aforementioned initiatives and supports to students, there was an increase in the fall-to-fall retention of Pell grant recipients in the fall 2012 cohort from 39.6 percent to 43.8 percent for the fall 2013 cohort.

COMMUNITY OUTREACH AND IMPACT

An institutional priority, strong partnerships with business and industry support the College's ability to offer degrees and certificates to meet specific needs of employers. Flexible credit and

continuing education programs responsive to the educational and training needs of the College's service area are essential. Though the area is largely service industry based and is a major transportation hub in the mid-Atlantic region, the county and city economic development commissions are pursuing technology-oriented companies with high-skill, high-wage jobs to locate in Washington County. As discussed in Goal 5, HCC responded by working with business/industry leaders to develop programs in the areas of cybersecurity, advanced manufacturing, alternative energy technology biotechnology, commercial vehicle transportation, dental hygiene, nursing and radiography.

HCC is designated as one of six community colleges nationally by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Information Assurance 2-Year Education (CAE2Y). This designation as a CAE-2Y coincides with requirement of the Department of Defense (DOD) that incoming cybersecurity workers have both a bachelor's degree and the necessary certification training needed to meet the rapidly changing demands of the information assurance field. DOD-related and other Federal opportunities in information assurance are disproportionately high in Maryland because of the state's proximity to defense installations around the District of Columbia and northern Virginia. This distinction enables students to transfer seamlessly from HCC to a four-year college in order to complete their degree. In addition, Hagerstown Community College and the Johns Hopkins University (JHU) have an educational partnership agreement to offer research opportunities and hands-on training to students studying cybersecurity in HCC.

The Commercial Vehicle Transportation (CVT) Specialist Certificate program is a 16-credit cohort skills-oriented program that consists of classroom, skills, and field instruction based on industry-recognized standards. The College's CVT program supports one of the local Economic Development Commission's workforce development priorities, which states, "The trucking industry continues to exhibit a high demand for CDL-A drivers, a national trend as well as the largest demand occupation locally." This program is the largest retraining program for unemployed persons in Washington County, and the College has trained an average of 125 men and women annually over the last three years.

Yet another opportunity to meet the needs of the community led to the establishment of the Hagerstown Community College Police Academy in spring 2013. HCC offers the twice-yearly Police Academy, designed to prepare student recruits to serve as officers/deputies in county and municipal police and sheriff departments. Each cadet must meet both the HCC requirements and the Maryland Police and Correctional Training Commission's requirements to earn a certificate from each. Additionally, in support of public safety, HCC hosts the annual Public Safety Awards ceremony to recognize officers who have served the citizens of Washington County in an exemplary manner.

The College actively engages in outreach activities to minorities in the service area via HCC's multicultural recruiter visits to public service agencies, churches, and businesses to encourage prospective minority students to enroll in either adult education courses, credit courses, or non-credit courses. The College is the only entity in the County that offers a program to celebrate the Martin Luther King, Jr. holiday and diversity. Additionally, HCC co-sponsors an annual Hispanic festival, which promotes multiculturalism and education. The proceeds of the festival

support scholarships for Hispanic students attending HCC. Additionally, the College attracts and serves non-native speakers into its English as a Second Language (ESL) program, as well as other literacy and adult basic education programs. HCC's adult education GED program enrolls approximately 50 percent minority.

Grant funds from the Department of Education were obtained through the TRiO Upward Bound program for an intensive, year-round college-preparatory program for eligible high school students. HCC's program is designed to provide students with skills and motivation necessary to succeed in high school and college by preparing them academically as well as socially via rigorous and nurturing academic courses; tutoring services; college-preparatory workshops; academic, college, and financial aid advising; career exploration; leadership opportunities; and cultural enrichment.

The College doubled the size of its nursing program within the last three years to meet community need. HCC and Drexel University Online have a "3+1" agreement that allows students to complete a bachelor's degree in nursing through the two institutions. The agreement allows students to complete 90 credits at HCC and the remaining 30 credits through Drexel's online program. HCC students receive a 25 percent discount on Drexel's tuition. This partnership enables HCC students to make a seamless transition from HCC to Drexel, allowing them to continue to a BSN program as soon as possible after receiving their associate's degree. According to the Institute of Medicine (IOM) Report on the Future of Nursing, 80 percent of nurses are to be BSN prepared by 2020.

Students in the Dental Assisting Program participated locally in the annual Convoy of Hope, which provides community outreach programs for impoverished communities at various locations around the world. The students assisted dentists and dental hygienists as they performed screenings and provided recommendations for future dental care. Students also provided educational outreach services to event participants.

In addition to the STEMM Middle College described earlier, the Biotechnology Summer Institute, in its seventh year, is a unique learning opportunity for high school students who are interested in advancing their education in a field related to science, healthcare, engineering, and biotechnology. This competitive program is open to 20 students and provides seven college credits at the completion of the eight-week summer institute.

Through service learning and clubs on campus, HCC students work with organizations in the community. There have been variety of events on campus to benefit the service area, including: a canned food drive for the Salvation Army; a clothing drive for Goodwill; Toys for Tots; collected supplies to send to U.S. troops overseas; collected quilts for the pediatric ward at Washington County Hospital; and collected money for the Humane Society. Last year, 130 Sociology students cooked and served Thanksgiving dinner to 250 people at the Salvation Army, provided food and monetary donations to The Hagerstown Rescue Mission, which served approximately 300 people on Thanksgiving Day, and provided dinners to multiple families and senior citizens through the Community Action Council and the Hagerstown Rescue Mission. Human Services Program students organized a weeklong campaign to raise awareness about child abuse and prevention not only to students at HCC, but the community as well.

Non-credit offerings serving a range of people are administered through the Continuing Education and Business Services (CEBS) Division. College for Kids is a summer enrichment program designed to provide exciting, challenging, and enjoyable learning experiences for children entering grades two through 10. Each program offering is based on a popular theme such as music, applied arts, science, technology, and literature. Each summer, HCC offers a diverse selection of programming for elementary, middle, and high school students that helps to expand his or her vision of the world. Also administered through CEBS, HCC's Technical Innovation Center (TIC) provides facilities and support to local companies and new firms in the area. Wet labs in the TIC enhance Washington County's ability to attract and grow the life science industry in Western Maryland. This provides synergy between the academic programs in the life sciences and similarly focused companies in the TIC while giving Biotechnology students "hands on" experience.

Hagerstown Community College conducted its annual Criminal Response Emergency Assessment Scenario (CREAS) disaster drill in April on HCC's main campus. CREAS is an interdisciplinary assessment activity intended for students who are nearing program completion and are ready to graduate. During this mock training scenario, students from the paramedic emergency services, medical imaging, administration of justice, and nursing programs work together to practice their learned skills. Participants from the community include Washington County Department of Emergency Services, Washington County Command Trailer, Community Rescue Services, local fire departments and emergency medical services, Washington County Special Operations, Washington County Sheriff Office, Maryland State Police, and doctors and hospital personnel.

ACCOUNTABILITY INDICATORS

The accountability benchmarks are long-range goals that Hagerstown Community College expects to achieve. The benchmarks were established after examining institutional trends, enrollment and financial projections, MHEC reports, updated Census 2010 data, Washington County Board of Education enrollment projections, and data provided by the Maryland Department of Planning. The accountability indicators and degree progress supporting data follow.

HAGERSTOWN COMMUNITY COLLEGE
2015 ACCOUNTABILITY REPORT

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	68.9%	72.4%	74.9%	74.6%
B.	Students with developmental education needs	83.9%	83.5%	81.0%	82.6%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	54.5%	52.9%	51.3%	53.3%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	224	175	150	269

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	33.9%	34.9%	36.0%	34.2%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	51.2%	53.5%	57.7%	63.7%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	61.9%	49.40%	n/a	n/a

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	4.9%	4.4%	4.0%	5.4%
	b. Black/African American only	11.1%	10.4%	10.0%	9.8%
	c. American Indian or Alaskan native only	0.5%	0.4%	0.0%	0.4%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.2%	0.0%	0.1%
	e. Asian only	1.9%	1.7%	2.0%	1.9%
	f. White only	77.4%	77.8%	78.0%	76.3%
	g. Multiple races	2.0%	3.0%	3.0%	3.8%
	h. Foreign/Non-resident alien	0.2%	0.5%	1.0%	0.4%
	i. Unknown/Unreported	2.2%	1.7%	1.0%	1.9%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$16,760	$15,472	$12,980	$13,676
	b. Median income three years after graduation	$27,708	$32,976	$31,733	$30,854

Goal 1: Quality and Effectiveness

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	98.0%	95.0%	98.4%	92.9%	**98.6%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	75.7%	75.0%	72.4%	76.9%	**77.0%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	55.0%	52.5%	46.6%	48.7%	**60.0%**
	b. College-ready students	65.0%	52.0%	58.0%	60.7%	**60.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	45.5%	43.2%	50.2%	41.8%	**52.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	92.0%	90.6%	87.2%	90.3%	**95.0%**
	b. Developmental completers	87.1%	87.6%	89.1%	86.0%	**88.0%**
	c. Developmental non-completers	56.6%	44.0%	48.4%	39.7%	**Not Applicable**
	d. All students in cohort	80.8%	75.9%	79.1%	71.3%	**80%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	76.4%	80.0%	70.9%	75.2%	**86.0%**
	b. Developmental completers	62.1%	64.4%	66.4%	60.4%	**70.0%**
	c. Developmental non-completers	42.8%	31.6%	31.0%	24.4%	**Not Applicable**
	d. All students in cohort	61.6%	59.2%	59.1%	50.8%	**65.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7	Licensure/certification examination pass rates					
	a. NCLEX for Registered Nurses	98.0%	92.0%	93.9%	95.1%	**94**
	b. Cert. Exam Amer. Registry of Rad. Tech.	96.0%	96.0%	96.0%	85.7%	**98**
	a. NCLEX for Licensed Practical Nurses	100.0%	100.0%	100.0%	100.0%	**96**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8	Percent of expenditures					
	a. Instruction	39.6%	37.7%	40.0%	40.0%	**44.1%**
	b. Academic Support	5.9%	5.3%	5.9%	6.9%	**6.0%**
	c. Student Services	11.5%	10.9%	11.6%	11.7%	**11.4%**
	d. Other	43.0%	46.0%	42.5%	41.4%	**38.4%**

Goal 2: Access and Affordability

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	15,611	15,722	14,379	14,614	**16,900**
	b. Credit students	6,850	7,024	7,101	6,758	**7,000**
	c. Continuing education students	9,478	9,448	7,901	8,406	**9,900**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	64.5%	64.1%	62.6%	55.8%	**71.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	84.8%	86.2%	85.1%	83.5%	**85.0%**

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	79.7%	79.6%	74.3%	75.9%	**78.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	4,404	5,166	7,101	7,347	**4,300**
	b. Continuing Education	670	643	552	565	**900**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	531	525	657	643	**451**

		FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	44.0%	44.1%	44.5%	43.2%	**46.0%**

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,879	2,331	2,141	2,599	**3,800**
	b. Annual course enrollments	4,386	3,393	2,978	3,506	**6,000**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,365	1,535	1,314	1,354	**890**
	b. Annual course enrollments	2,485	3,039	2,523	2,413	**1,600**

<div style="background-color: yellow">**Goal 3: Diversity**</div>

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	20.2%	20.4%	20.3%	22.0%	**20.0%**
	b. Percent nonwhite service area population, 18 or older	15.4%	15.8%	16.2%	16.7%	**Not Applicable**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19	Percent minorities of full-time faculty	7.9%	6.4%	5.1%	6.0%	**11.1%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff	8.1%	7.3%	7.8%	4.2%	**9.8%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	77.4%	69.5%	68.0%	59.7%	
	b. Asian, Pacific Islander	*	*	*	*	
	c. Hispanic	*	*	*	*	
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	64.2%	61.0%	58.0%	45.5%	
	b. Asian, Pacific Islander	*	*	*	*	
	c. Hispanic	*	*	*	*	
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

<div style="background-color: yellow">**Goal 4: Student-Centered Learning**</div>

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
23	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	85.2%	89.6%	88.8%		**86.0%**
	b. Mean GPA after first year	2.88	2.94	3.03		**2.93**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24	Graduate satisfaction with preparation for transfer	82.0%	86.0%	74.0%	75.0%	**81.0%**
	Note: Response categories changed starting in 2008.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
25	Associate degrees and credit certificates awarded					
	a. Career degrees	184	194	226	230	**185**

	b. Transfer degrees	308	357	347	371	**340**
	c. Certificates	356	368	379	361	**370**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	49.7%	50.1%	39.6%	43.8%	**54.0%**
	b. Non-recipients	61.2%	56.4%	60.6%	60.4%	**66.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27	Education transfer programs					
	a. Credit enrollment	250	225	213	172	**290**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	29	37	30	33	**45**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	100.0%	89.0%	92.0%	75.0%	**94.0%**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29	Graduate satisfaction with job preparation	87.5%	87.0%	88.0%	83.3%	**90.0%**
	Note: Response categories changed starting in 2008.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	5,501	5,795	4,617	4,622	**5,590**
	b. Annual course enrollments	8,144	8,415	6,632	6,530	**8,350**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	4,061	4,167	3,367	3,454	**4,305**
	b. Annual course enrollments	5,801	6,037	4,872	4,743	**6,168**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	24	30	26	41	**30**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	570	590	701	1,532	**1,090**
	b. Annual course enrollments	817	987	1,330	2,420	**1,600**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34	Employer satisfaction with contract training	100.0%	96.1%	100.0%	100.0%	**100.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35	STEM programs					
	a. Credit enrollment	2,120	2,119	2,064	1,972	2,400

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	339	350	448	422	**320**

HARFORD COMMUNITY COLLEGE

MISSION

Harford Community College (Harford CC) is committed to, and strives to achieve, the goals in the 2013-2017 Strategic Plan approved by the Board of Trustees in March of 2013. The Harford CC mission is:

Harford Community College provides accessible, innovative learner-centered educational opportunities. As an open-access institution, the College promotes graduation, transfer, individual goal attainment, and career and workforce development. The College fosters lifelong learning, global awareness, and social and cultural enrichment.

INSTITUTIONAL ASSESSMENT

Quality and Effectiveness Indicators

In an effort to advance ***Maryland Ready: 2013-2017 Maryland State Plan for Postsecondary Education Goal 1*** *(Enhance the array of postsecondary education institutions and programs, and more effectively fulfill the evolving educational needs of its students),* Harford CC continues to focus on student achievement. Goal 1 of the Harford CC Strategic Plan - *Recognizing the need for more students to achieve their goals, the College will pursue excellence in teaching, learning, and assessment* - supports the ***Maryland Ready*** emphasis on maintaining and improving the quality education students receive at Maryland institutions of higher education. Harford CC's most recent graduate survey shows that 98.7% of graduates are satisfied with their educational goal achievement and demonstrates the College's dedication to helping students reach their educational goals (indicator 1). Our strategies to improve student success and retention have resulted in a 4-year high in retention for both developmental and college-ready students (indicators 3a and 3b), putting Harford CC on target for meeting established benchmarks. This year, Harford CC continued personalized outreach to assist General Studies Undecided students with choosing a major. Career advisors contacted these students to assist them with academic major and career discernment. The outreach initiative led to a 30% increase in the number of students choosing a major. The success of these efforts is evident in a rate of 52.2% developmental completion after four years (indicator 4), which now exceeds the Harford CC established benchmark. Persistence (indicators 5 a-d) is also at or above benchmark for all categories. This demonstrates that Harford CC's emphasis on keeping students focused on completion and preparation for success has been effective. These efforts have led to graduation-transfer rates after four years also nearing established benchmarks in all categories (indicators 6a, 6b)

Reaching out to community partners is a priority at Harford CC. Due to its continued success, Harford CC increased high school iPlan sessions in FY14 from 11 high schools to 12, adding for the first time a private high school. The program also enhanced the existing enrollment process to support first year success by offering prospective students three methods to enroll to Harford

CC: the high school iPlan, the Group iPlan, and the Self-Paced iPlan. 82% of high school iPlan attendees registered for fall 2015 courses. A total of 30 iPlan sessions were held at high school locations and Harford CC. These efforts have led to a 4-year high in market share of recent, college-bound high school graduates of 74.1%, exceeding benchmark in this area four years in a row (indicator 12). Extending Harford CC's efforts to strong high school partnerships within the county also supports a continually growing high school student enrollment (indicator 14). Harford CC set an aggressive benchmark for this indicator, and although the goal has not been met, high school student enrollment has increased from 338 students in FY2011 to 451 students in FY2014, representing an increase of 33.4% over a four year period.

The iPlan program included an emphasis to students about the importance of attending PowerUp! Orientation. Facilitated by returning students, PowerUp! Orientation focuses on fostering relationships between students, as well as student success topics such as goal setting, time management, and student services. This program has grown from just over 300 participants in fall 2013 to over 600 students in fall 2014 to a projected number of 700 participants in fall 2015. Future orientation sessions will accommodate up to 1,000 students. Initial data reinforces the positive response. A review of three years of data shows an increase in student satisfaction related to the orientation experience (from 83.7% in 2012 to 91.4% in 2014). In addition, 80% of PowerUp! Orientation participants finished their fall semester with a grade of a C or above, as opposed to only 63% of their peers who did not participate. Fall-to-spring retention for the same cohort was 19% higher for students who attended a PowerUp! Orientation versus students who did not. The efforts of this program have also contributed in progress toward attaining a 4-year high for retention goals (indicators 3a and 3b).

As a result of considerable effort in facilitating developmental student success, Harford CC has reached benchmark in developmental completers after four years (indicator 4) and successful persistence of developmental students. A multi-faceted approach to student learning was developed to create successful pathways for all students, beginning with Academic iPrep Week. This program is a collaborative college-wide effort to improve student learning and promote a successful transition into higher education and is conducted as a one-week tutoring and academic skills review program. At the end of the intensive program, students have the opportunity to repeat placement testing. For this academic year, 93% of iPrep participants chose to retest, 23% electing to re-test in all three areas (reading, writing, and math). For math, 50% of students tested one math course higher, and 14% of students tested two math courses higher. For English, 40% of students tested into a higher writing course, and 54% of students completely tested out of transitional reading.   This suggests that the students who re-took the reading portion of the test would have performed better had there been more reading preparation in the iPrep week's curriculum; a more comprehensive reading portion is planned for future sessions.   As a result of one week of intense academic review and an investment of $60 per participant, students are beginning their college program one, two, or even three steps closer to graduation. These improvements in placement allow students to begin further along the pathway to success and promote persistence and completion. Academic success coaches are available to at-risk students to facilitate navigating successful course selection, academic progress, and completion. Through its efforts and focus on developmental and at-risk students, Harford CC is now at or exceeding all benchmarks for successful-persister rate after four years (indicator 5), and nearing benchmark for graduation-transfer rate after four years for all students (indicator 6d).

Access and Affordability Indicators

Harford CC supports *Maryland Ready Goal 2 (Achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion)* Although the College continues to experience decline in overall unduplicated credit headcount (indicator 9a, 9b), the College continues to leverage its positive presence in area high schools, meeting or exceeding its established benchmarks for market-share of recent, college-bound high school graduates (indicators 10 and 12). Although the College has not achieved its aggressive benchmark for High School Student Enrollment (indicator 14), it has seen a 33% increase from fall 2011 to fall 2014, representing a 4-year high in enrollment of these students at Harford CC. The campus continues to develop new opportunities for dual enrollment. In FY2015, the campus offered dual enrollment programs in Business and Accounting, working directly with three county high schools, with Cybersecurity expected to launch in FY2016. To build enrollment in Continuing Education and Training (CET), the college is focusing its efforts on new audiences, dual enrollment for high school students in areas of workforce development and apprenticeships, health care contract training, and industry-driven technical training programs.

Harford CC also focuses on students with some college experience and continues to develop formal partnerships with Maryland four-year institutions. Through an ADAPTS Reverse Transfer Grant, Harford CC continues the work of identifying past students who have transferred to a four-year institution but have not yet finished their degree. Since May 2012, the college has awarded 75 reverse transfer associate degrees. Initiatives such as this contribute to Harford CC's ability to exceed its benchmark in market-share of part-time undergraduates (indicator 11).

In an effort to support an increased trend in part-time enrollment and alternative modes for instruction, Harford CC has seen increases in online credit enrollment (indicator 13a). This mode of course delivery supports alternative access options and enrollments will likely continue to climb. In response to ongoing decline in CET online enrollment (indicator 13b) and efforts to expand online offerings, the College has begun the process of adding a new online course provider for CET classes.

The approach to course offering in Continuing Education has changed at Harford CC. In response to a decline in enrollment in community service and lifelong learning courses (indicators 16a, 16b), Community Education is focusing on new course offerings and travel experiences to entice new enrollment and continue positive enrollment trends for this type of programming. The new GED computer testing system has reduced the number of students enrolling in Adult Basic and literacy programs but has increased the pass rate for the students taking the exam, and Harford CC has the fourth highest ranking (17%) in the state of transitioning students to postsecondary education. New audiences have been reached for the ESL program and that will increase the numbers in the overall literacy program (indicators 17a and 17b). While still falling short of the benchmark, the increase demonstrates progress.

Maryland Ready Goal 2 reinforces the importance of limiting tuition and fee increases as a way to protect access to Higher Education. This year, Harford CC has embarked on an initiative to balance affordability with financial responsibility. This year's operating budget was approved

by the Harford CC Board of Trustees and includes a balanced budget with no need to draw on reserve funding. While this plan necessitated five-year incremental tuition and fee increases, it allows Harford CC to remain close to its benchmark for Tuition and Fees as a Percentage of Tuition and Fees at Maryland Public Four-Year Institutions (indicator 15). Relatively flat state and county funding created the necessity to re-envision our approach to cost-containment and efficiency within the budget process. Even with this tuition increase, Harford CC remains one of the more affordable community colleges in Maryland.

With this initiative, Harford CC has not lost sight of the student. There are initiatives in place for students to maximize degree progress while maintaining affordability. Through a collaborative effort between Advising and Financial Aid, Harford CC works to monitor the Satisfactory Academic Progress (SAP) of students receiving financial aid. These offices are working to rehabilitate students who are not meeting SAP guidelines and have been terminated from financial aid. An appeals committee reviews all appeals and refers students to Academic Advising for assistance.

The Financial Aid office has worked to assist as many students as possible to make college affordable, and in the 2014-2015 academic year awarded Pell Grants to 2,277 students totaling $6,632,241. This work has led Harford CC to exceed the benchmark of Fall-to-Fall Retention of Pell Grant recipients (indicator 26a), with retention of these students holding steady above the established benchmark. Financial Aid also facilitated certifying 419 veteran and active military personnel for benefits through the Military and Veteran Affairs Office.

Diversity Indicators

In full support of ***Maryland Ready Goal 3*** *(Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population),* Harford CC has worked to ensure that access and success at the institution is equitable. Harford CC provides academic, financial, career, and transfer advisement to its diverse student population, totaling approximately 19,000 advisor visits in FY2015. Harford County's non-white service population of people 18 or older (indicator 18b) continues to grow and is currently at about 20.1%. As of Fall 2014, Harford CC has met its established benchmark for percent non-white enrollment (indicator 18a) and is working to improve its ability to educate an increasingly diverse population. Dedicated Admissions Specialists create relationships with particular county schools, often with space on-site at the high school, providing admissions and academic counseling to promote access to Harford CC and a smooth transition to college. Persistence by African American students (indicator 21a) has slowly improved over the past three reporting periods and the College looks forward to making positive progress toward the benchmark.

In the spirit of ***Maryland Ready's*** emphasis on equitable opportunity for academic success and cultural competency, Harford CC has committed to eradicating achievement gaps based on income, race, gender and ethnicity (Harford CC Strategic Plan Goal 1, Strategy 1). In its second year, MyCollegeSuccess Network is now fully-staffed and implemented, and continues to help Harford CC further its diversity goals. This program, which began with grant funding but has continued with college budgetary support, combines assigned advising, academic coaching, cultural events, and services designed to support and empower newly enrolled African American

students. In FY2015, the network provided support to 296 African American students, and academic coaching to 109 African American students through a scholarship-funded HD 110 Success in College and Beyond course. In total, academic coaching participants made a combined 1,882 visits to program staff members. Grade reports show that students in the program achieved a 1.78 cumulative GPA compared to 1.0 cumulative GPA of students who did not participate in academic coaching. Students who completed academic coaching were also retained at higher rates than African American students who did not complete academic coaching. Although this data shows improvement, more work must be done at Harford CC to help African American students continue to move forward.

To compliment academic and financial aid initiatives, Harford CC implemented a redesigned Soar2Success program. This program offers co-curricular social and cultural activities that highlight the African American experience. Two iCanSucceed empowerment sessions were also held in September 2014, introducing students (new and returning) to the support staff and services available through the program. Breakout sessions included information about tutoring and other academic services, and available scholarships. Financial support for iCanSucceed was provided by the Harford Community College Foundation, enabling nearly 200 students to participate. Although these are new programs, Harford CC is confident these initiatives will assist in achieving the aggressive goal for graduation-transfer rates of African American students (indicator 22a). After 3 years of inconsistent progress, Harford CC's graduation-transfer rate was stable two years in a row, and the College looks forward to positive progress toward this benchmark.

Beyond our African American students, Harford CC works to continually foster an inclusive campus community. Many programming opportunities and events were planned in the past year to educate and celebrate diversity. The campus presented a screening of the movie *Fixed* as part of our "Faces of Disability" awareness campaign. Cultural Diversity Days are hosted on campus twice a year; the first focused on Latino Americans and included numerous ways to experience Latino American literature, history, and culture during Hispanic Heritage month. The second focused on Native Americans and took place during National Library Week. Other themes emphasized on campus during the year included Civil Rights Act 50th anniversary; Women's suffrage movement; Hanukkah; Black History; military families; and Irish-American culture. Over 150 people took advantage of these cultural opportunities.

Student-Centered Learning Indicators

To create students who are successful, lifelong learners, Harford CC continually works to support *Maryland Ready* **Goal 4** *(Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes and completion rates).* According to the 2011 Alumni Survey, respondents recognize the high quality of preparation received at Harford CC. Graduate satisfaction with preparation for transfer is at 86.7% for the 2011 cohort, and exceeds the established benchmark (indicator 24). Student completion is Harford CC's focus, whether it is a career degree, certificate, or preparation for transfer to a four-year institution. Harford CC award data points toward a trend for students to pursue a transfer degree over professional degrees and certificates. While the

College well exceeds the established benchmark for transfer degrees awarded and is nearing benchmark for certificate awards (indicators 25b and 25c), it falls short in awarding of career degrees (indicator 25a). Work is being done to evaluate career degree programs to assure that they are relevant and consistent with market needs and trends. Harford CC's Business Management programs have launched a new Seamless Certificate to Degree Completion Model to improve graduation rates by refining the career options available to students. Five new certificates and program concentrations were created. Substantial increases in both certificate and degree completions were realized in FY2014; twelve students completed one of the business management certificates and thirteen students completed the business management A.A.S. degree. This compares with six students completing a certificate and eight completing a degree in FY2013. Expanding this model to other programs and degrees is currently being explored.

Harford CC's participation in the Maryland One Step Away (OSA) Grant is in its first year and is geared toward increasing degrees and certificates awarded to students who were previously enrolled but were unable to complete their education goal. In fall 2014, 37 degrees were conferred on OSA students who were found to be degree-eligible. In addition, 786 students within 1-30 credits of degree completion were contacted by OSA advisors. Of this group, 83 students have re-enrolled in a total of 453 credit hours as of summer 2015 semester. This enrollment number is likely to increase with fall 2015 enrollment still pending. In spring 2015, 15 degrees were conferred on OSA students. This was made possible by enhanced student support systems, including concierge academic and financial advising.

Harford Community College Connection Day continued in March of 2015. This program is targeted toward high school juniors and seniors to help them get on an established path of their choice. Students are invited to come to campus and learn about specific program opportunities on campus such as Visual Performing and Applied Arts (VPAA) and Allied Health. Harford CC continues to experience declining Education transfer credit enrollment (indicator 27a). Numbers of teacher education graduates from community colleges is down across the state. External factors continue to contribute to this trend, including difficulty finding a position, declining salaries, and implementation of educational reform. Of the students entering the Education transfer programs, they are completing above the established benchmark (indicator 27b). Initiatives have been put in place to encourage enrollment in the Education transfer program. Harford CC has an articulation agreement with HCPS regarding the early childhood education program. In addition, students who complete the Teacher Academy Program in HCPS can get credit at Harford CC. The College also has the Towson Transfer Articulation with Harford CC's AAT ELEM ED program in which students transfer to Towson University in NE Maryland at the Harford CC campus and complete a cohort group degree.

Economic Growth and Vitality Indicators

Maryland Ready Goal 5 (Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research) motivates Harford CC to facilitate aligning graduates' education and training with the career and workforce needs within Harford County and beyond. This is positively reflected in the 97% of full-time employed career program graduates working in a related field (indicator 28). Even with significant growth (over

10%) in full-time employed career program students, Harford CC's graduate satisfaction with job preparation decreased, falling below benchmark this year (indicator 29). In response, Harford CC created improved ways in which students can connect with employers prior to graduation such as employment readiness workshops for Certified Nursing Assistant candidates and Medical Assisting students. Workshops included resume development, interview techniques and job search skills. Representatives from the College also attend various meetings with local employers to develop job opportunities and experiential learning opportunities for students. Harford CC coordinated and implemented the College and Career Fair at APG Federal Credit Union Arena (APGFCU), hosting approximately 4,000 attendees, 140 College/University representatives and 40 career vendors, launching a partnership between Harford CC, Harford County Public Schools, and the Greater Excellence in Education Foundation to become the premier College and Career Fair in the area.

Although overall enrollment and head count in continuing education workforce development continues to be inconsistent, the number of courses enrolled per student saw a 6% increase (indicators 30a and 30b).   Harford CC has added two new apprenticeship programs that will take time to build but are on solid foundations for growth. An in-depth study has been done to determine what workforce development courses should be offered to support business and industry in the region and those courses are currently being offered or developed. Harford CC has worked to be responsive to market conditions, and despite a relatively flat unduplicated headcount in Continuing Professional Education (indicator 31), annual course enrollments have increased for the third year in a row nearing the established benchmark. Although Harford CC contract organizations remain flat in FY2014 (indicator 32), 100% of the contractors the College worked with were satisfied with the quality of program offered by Harford CC for the second year in a row (indicator 34). Harford CC will continue to pursue the direction of working closely with contract organizations and provide very high quality education and training.

High quality Science, Technology, Engineering, and Math (STEM) programs are central to achieving *Maryland Ready* **Goal 5.** Although Harford CC continues to see a declining credit enrollment in STEM programs (indicator 35a), students who do enroll in STEM programs at Harford CC are successfully completing their courses of study as Harford CC exceeds its benchmark of credit awards for STEM programs (indicator 35b). Technology Needs Teens (TNT) continues to be a major opportunity for outreach to Harford's public middle schools. TNT targets eighth grade students who spend the day at Harford CC with industry leaders who present a variety of STEM- related presentations. This program is a collaborative effort between Harford CC and nine area middle schools and served 180 students in FY 2015. Harford CC also works to provide gateways into STEM programs for area high school students. All ten area high schools now participate in an articulation agreement to offer transitional math courses on location to HCPS students. In spring 2014, six schools offered Math 017, Intermediate Algebra serving 208 students. Math 017 is Harford CC's terminal developmental math course, and it is the gateway course to STEM and Liberal arts math courses. Of the 208 students, 123 enrolled in Harford CC in the subsequent semester (69%).

Data Use and Distribution

Although there are no benchmark indicators to address the **Maryland Ready Goal 6** *(Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision making, and achievement of State goals),* to help further the goals of the State, Harford CC continued participation in the national American Association of Community Colleges initiative, Voluntary Framework of Accountability (VFA). College-specific dashboards went live on a dedicated, national website in fall 2014 for self-service to the general public. Harford CC will continue the exploration of using VFA data into the next fiscal year.

To better assist students, the DegreeWorks system has been implemented on campus. This comprehensive degree progress tool is intended to put valuable student information at the fingertips of both students and their dedicated advisors. DegreeWorks helps students more efficiently plan and reach their academic goals. Harford CC also launched a new career services platform entitled "Harford CC Career Connect." This platform manages full- and part-time employment opportunities, internships, cooperative education, student employment, volunteer service learning, alumni employment and more, from one comprehensive, web-based system. Harford CC also supports the **Maryland Ready Goal 6** emphasis on effective policy analysis and informed decision-making. Harford CC has worked with a collaborative team in the past year to develop early monitoring and intervention strategies to keep students on the path to success. The intention is to learn, using a data-driven regression model, how to identify at-risk students early and intervene where possible. Due to the success of this application of predictive analytics, attention has now turned toward adapting this modeling technique to learning more about the bridge between students who are admitted to Harford CC, and those students who actually register and attend classes.

Harford Community College Response to Commission Questions:

Regarding indicator 6a, Graduation and transfer rates after four years for college-ready students and indicator 6b, Graduation and transfer rates after four years for developmental completers: Describe the strategies that the College intends to follow to achieve the projected benchmark for the fall 2011 cohort.

After a slight dip in graduation and transfer rates after four years, the College is back on track and within 1% of the established benchmark. We can attribute this to the culture of student success on campus within the academic faculty, student support services, and administrative units. We have worked diligently to streamline our advising services and implemented new technology to keep students on the pathway to success. In fall 2014 the campus purchased and implemented the previously discussed DegreeWorks system and conducted intensive training for staff. Advising models were streamlined, and collaborations between financial aid and advising have been successful. Targeted intrusive advising initiatives for students with at least 45 credits have expedited students' progression toward completion. The redesign and expansion of tutoring and testing services into a comprehensive Learning Center lends to a more accessible student success environment and allows for better tracking of outcomes.

Regarding percent minorities of full-time faculty (indicator 19): Despite small fluctuations in the percentage of minority full-time faculty from fall 2010 to fall 2013, the College estimates a three-fold increase for fall 2015. Please discuss the strategies that inform this aggressive goal: Harford CC's percent of minority full-time faculty increased from 6.7% in fall 2013 to 8.9% in fall 2014. The College asserts that the benchmark, while aggressive, is aspirational and that there has been some progress toward achieving the goal as evidenced by a slight increase in this year's percentage. It is the aim of the College to have full-time faculty reflect its service area demographics; Human Resources and Academic Affairs incorporate a variety of strategies to attract high quality applicants for all open full-time faculty positions. These data indicate that efforts to recruit and retain minority employees are beginning to pay off. There continue to be opportunities to improve the recruitment, development, and retention of diverse employees. Some of the initiatives in place include the Human Resources office using targeted advertising both for under-represented groups and field-specific searches. Recent postings were placed on DiverseEducation.com, Journal of Blacks in Higher Education, Student Affairs Administrators in Higher Education, Insight into Diversity, Minority Update, and the National Association of African Americans in Human Resources. The Assistant Director for Human Resources works with search committees to ensure a diverse pool of candidates and finalists for employment consideration and provides review and oversight for all hiring and promotion decisions to ensure fairness, equity, and commitment to the College's principles of diversity. The College's academic deans use strategies to encourage minority recruitment and hiring which include the use of personal contacts, professional associations, and advisory board affiliations, direct advertising at institutions with large minority student enrollments, as well as the use of publications that target minorities. Some academic deans have mentored, advised, and supported minority faculty in their work and hired minority faculty to work with incoming students over the summer to be strong role models.

COMMUNITY OUTREACH AND IMPACT

As a participatory and vital community resource, Harford CC provided staff to represent the College at over 51 community events including multiple college and career fairs, expos, community events, and family days. Representation at such events reinforces the College's commitment to serving the community. Harford CC coordinated box-office support for over 120 Harford CC and external events presented in the Arena, Chesapeake and Black Box Theaters, Joppa Recital Halls, and Amoss Center. During FY 2015, Harford CC served more than 80,500 patrons at 60 events in the APG Federal Credit Union Arena, including ten sell-outs spanning various events. The arena has also become a venue for graduation ceremonies, hosting seven area high schools in spring 2015. Regional events for high school sports such as a regional cheerleading competition were held on Harford CC's campus as well. Each year, Harford CC hosts a variety of events – from national touring artists, local musicians, theater and dance performances, art and history exhibits and much more. These events will now be promoted under the new brand: "LIVE at Harford Community College". This brand will host its own website, media pages and logo.

Harford CC and the local Dresher Foundation will continue their collaborative initiative, Connect Harford, in the coming year. Connect Harford is a visionary gathering of leaders in business, government, and education who are dedicated to promoting and inspiring economic

growth and a prosperous future for the diverse community that is Harford County. Harford County possesses many assets – educated workforce, technological innovations, strong educational institutions, healthy business environment, and prime geographic location – which provide it with the potential of becoming one of the top places to live, work, and play in the United States. The annual symposium engages 350 participants about the possibilities in three specific areas where Harford County is uniquely positioned to excel. Small group discussions focus on existing assets and resources, barriers to growth, and the sharing of innovative solutions – inspiring all stakeholders to take the actions needed today to make their vision a reality tomorrow.

ACCOUNTABILITY INDICATORS

See attached Harford CC 2015 Accountability Indicators Table.

==Student Characteristics== *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent credit students enrolled part-time	59.1%	60.8%	62.8%	62.4%
B.	Students with developmental education needs	61.0%	59.0%	60.2%	59.6%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	25.1%	21.9%	25.5%	23.9%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Total unduplicated headcount enrollments in English for Speakers of Other Languages (ESOL) courses	279	256	262	254

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	22.7%	24.5%	25.6%	24.8%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	38.0%	39.1%	40.6%	42.4%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	61.6%	55.4%	53.0%	46.9%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	4.3%	4.4%	4.4%	4.6%
	b. Black/African American only	14.3%	15.0%	14.4%	15.3%
	c. American Indian or Alaskan native only	0.4%	0.4%	0.3%	0.4%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.2%	0.2%	0.2%
	e. Asian only	2.3%	2.2%	2.1%	2.1%
	f. White only	74.8%	73.8%	74.5%	72.6%
	g. Multiple races	2.6%	3.0%	2.8%	3.1%
	h. Foreign/non-resident alien	0.5%	0.5%	0.5%	1.0%
	i. Unknown	0.7%	0.6%	0.8%	0.8%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$13,748	$16,826	$14,565	$14,646
	b. Median income three years after graduation	$47,269	$43,517	$44,738	$42,874

==Goal 1: Quality and Effectiveness==

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Survey 2014
1	Graduate satisfaction with educational goal achievement	96.0%	87.8%	99.3%	98.7%	**95.0%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	68.6%	68.7%	75.3%	69.4%	**70.0%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	55.9%	55.3%	53.7%	56.4%	**58.0%**
	b. College-ready students	66.1%	64.2%	66.6%	67.8%	**68.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark 2011 Cohort
4	Developmental completers after four years	50.1%	49.7%	48.5%	52.2%	**51.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	92.0%	90.2%	90.3%	89.9%	**90.0%**
	b. Developmental completers	86.6%	88.9%	85.6%	88.5%	**86.0%**
	c. Developmental non-completers	40.4%	39.3%	41.5%	39.7%	**Not Applicable**
	d. All students in cohort	78.5%	77.6%	76.7%	80.0%	**77.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	73.5%	73.0%	72.5%	74.0%	**75.0%**
	b. Developmental completers	57.6%	58.6%	62.1%	61.2%	**65.0%**
	c. Developmental non-completers	23.6%	24.4%	21.5%	28.6%	**Not Applicable**
	d. All students in cohort	55.4%	54.9%	55.8%	59.7%	**60.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7	Licensure/certification examination pass rates					
	a. Program NCLEX RN	88.0%	92.0%	87.4%	84.5%	**90.0%**
	Number of Candidates	n=125	n=150	n=135	n=116	**n=115**
	b. Program NCLEX PN	100.0%	0.0%	100.0%	0.0%	**90.0%**
	Number of Candidates	n=6	n=0	n=1	n-0	**n=10**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8	Percentage of expenditures on					
	a. Instruction	42.0%	41.9%	42.3%	42.0%	**43.0%**
	b. Academic Support	14.6%	14.9%	14.4%	13.7%	**14.0%**
	c. Student Services	11.4%	11.4%	11.5%	11.6%	**11.0%**
	d. Other	32.0%	31.8%	31.8%	32.8%	**32.0%**

Goal 2: Access and Affordability

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	23,929	22,106	21,960	20,634	**27,957**
	b. Credit students	9,560	9,756	9,988	9,555	**11,268**
	c. Continuing education students	15,150	13,082	12,648	11,674	**16,500**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	64.2%	63.8%	62.0%	58.4%	**62.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	71.1%	73.2%	72.9%	71.4%	**70.0%**

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	71.2%	71.1%	70.8%	74.1%	**70.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollments in online courses					
	a. Credit	6,751	7,433	8,112	8,416	**7,091**
	b. Continuing Education	471	425	483	368	**600**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	338	406	423	451	**515**

		FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	35.2%	36.2%	39.1%	43.9%	**40.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	6,550	5,881	5,812	5,362	**7,000**
	b. Annual course enrollments	13,429	12,260	12,161	11,321	**13,800**

17		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,460	1,217	1,276	1,142	**1,546**
	b. Annual course enrollments	4,458	3,791	4,255	3,523	**4,645**

Goal 3: Diversity

18		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	24.3%	25.4%	24.6%	26.2%	**26.0%**
	b. Percent non-white service area population, 18 or older	18.4%	18.9%	19.2%	20.1%	**Not Applicable**
	Note: Census data for 2011 only includes age 20 & older					

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19	Percent minorities of full-time faculty	7.1%	8.7%	6.7%	8.9%	**18.0%**

20		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
	Percent minorities of full-time administrative and professional staff	17.4%	16.4%	14.6%	15.0%	**18.0%**

21		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark 2009 Cohort
	Successful-persister rate after four years					
	a. African American	66.7%	62.8%	64.9%	65.0%	**77.0%**
	b. Asian, Pacific Islander	n < 50	n < 50	n<50	n<50	**n<50**
	c. Hispanic	n < 50	n < 50	n<50	79.6%	**n<50**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

22		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark 2009 Cohort
	Graduation-transfer rate after four years					
	a. African American	45.9%	43.9%	51.8%	51.1%	**60.0%**
	b. Asian, Pacific Islander	n < 50	n < 50	n<50	n<50	**n<50**
	c. Hispanic	n < 50	n < 50	n<50	68.50%	**n<50**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

Goal 4: Student-Centered Learning

23		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	87.5%	86.9%	88.8%		**87.0%**
	b. Mean GPA after first year	2.86	2.87	2.93		**2.85**

24		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Survey 2014
	Graduate satisfaction with preparation for transfer	81.0%	72.4%	80.0%	86.7%	**85.0%**
	Note: Response categories changed starting in 2008.					

25		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	Associate degrees and credit certificates awarded					
	a. Career degrees	229	261	277	257	**347**
	b. Transfer degrees	543	573	646	646	**521**
	c. Certificates	65	51	60	61	**65**

26		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark 2014 Cohort
	Fall-to-fall retention					
	a. Pell grant recipients	54.5%	52.0%	52.5%	52.3%	**51.0%**
	b. Non-recipients	63.6%	65.9%	63.6%	64.8%	**68.0%**

27		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
	Education transfer programs					
	a. Credit enrollment	306	285	283	254	**455**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	37	41	27	39	**35**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Survey 2014
28	Percent of full-time employed career program graduates working in a related field	86.4%	87.8%	88.0%	97.0%	**89.0%**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Survey 2014
29	Graduate satisfaction with job preparation *Note: Response categories changed starting in 2008.*	81.0%	71.1%	86.4%	81.3%	**86.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	7,055	5,949	6,165	5,732	**8,000**
	b. Annual course enrollments	11,366	9,538	10,272	10,155	**12,222**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,914	1,339	1,595	1,556	**1,790**
	b. Annual course enrollments	2,534	1,783	2,106	2,231	**2,429**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	38	39	26	24	**50**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,414	1,108	1,369	1,181	1,579
	b. Annual course enrollments	1,686	1,514	1,849	1,508	2,751

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34	Employer satisfaction with contract training	100.0%	95.8%	100.0%	100.0%	**100.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35	STEM programs					
	a. Credit enrollment	2,064	2,077	2012	1974	2,350

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	229	254	278	267	250

HOWARD COMMUNITY COLLEGE

MISSION

HCC's mission statement: Providing pathways to success.

INSTITUTIONAL ASSESSMENT

Academic, Demographic and Financial Trends
Howard Community College (HCC) experienced modest growth in credit FTEs and headcount in fiscal year (FY) 2015. In FY15, credit FTEs grew by 0.90 percent and total credit headcount grew 0.04 percent. Fall 2014 credit FTEs were up 1.32 percent and spring 2015 credit FTEs were down slightly by 0.39 percent. Summer FTE enrollment for the beginning and the end of FY15 was up 6.8 percent. The college is anticipating no enrollment growth in FY16. Based on Howard County Public School System (HCPSS) enrollment reports, the twelfth grade class that would have entered HCC in September, 2014 was 4,053, a decline of 5 percent from September, 2013. Enrollments for the twelfth grade class are expected to drop again in September, 2015 and not pick up until September, 2018. With the decline in the high school graduating class and the improved economy, the college is anticipating little enrollment growth for the next several years. This is in contrast to double digit enrollment growth experienced during the last decade. Even with the recent leveling of enrollment, the number of state-funded FTEs has increased by 63.5 percent over the last ten years.

In FY15, noncredit FTEs declined by 0.02 percent, but the noncredit area still generated $1,136,274 in revenue, an increase of 18.5 percent over FY14 revenue. Credit FTEs at the Laurel College Center (LCC), a regional higher education center in partnership with Prince George's Community College, declined 8.4 percent and the Mount Airy College Center for Health Care Education saw a decline of 13.3 percent after a growth of 61.4 percent in FY14. The Mount Airy College Center is a partnership between Howard, Carroll, and Frederick Community Colleges where the three colleges share allied health education programs and courses.

In January 2015, HCC began the construction of its new science, engineering and technology (SET) building. At approximately 79,250 net assignable square feet (NASF) and 133,140 gross square feet, the building will serve 14 science and technology disciplines, including cyber forensics and cyber security, and house associated lab space, lab service space, meeting rooms, resource rooms, administrative space, and student study space. Of the seven instructional divisions at the college, science and technology has seen a dramatic increase in enrollment over the last decade. The SET building is scheduled to open in summer 2017. The next renovation on campus will be the nursing building and the current science and technology building. This renovation will occur due to the move into the health sciences building which opened in 2013 and the eventual move of the science programs into the new SET building. The renovation will encompass 62,278 NASF and 107,204 gross square feet and will include social sciences, teacher education classrooms and labs, hospitality and culinary management classrooms and labs, a faculty development center, student learning community spaces, and administrative areas. The design for this space began in FY15, but based on a request by the county, the construction will not begin until FY18. Even with the addition of this new SET building, the college will still have

a projected ten-year deficit of 463,767 NASF. In addition to the space deficit, the college has a significant parking deficit, despite the FY11 opening of the 723-space west parking garage. When the new SET building construction began, approximately 250 parking spaces were lost. A 720-space addition to the current east garage is under design this year, with construction scheduled to start in late fall 2015 and be completed in late fall 2016. This garage will be funded partially by the county and partially by student fees. The college runs three shuttle services to accommodate students' parking needs.

The college's economic position is closely tied to that of the county and the state with approximately 50 percent of the college's FY15 revenue coming from these two sources. This past year, Howard County saw a slowdown in revenue growth. This was partially attributable to factors such as a drop in capital gains and a slowdown in personal income. Personal income in the county grew by only 1.5 percent in the prior year and even though property taxes continued to show signs of recovery, the overall General Fund revenues are expected to show moderate growth in the near future. The unknowns on the federal government spending levels that impact federal grants and/or employment of county residents working directly or indirectly for federal agencies have limited the growth of county revenues. In FY16, the college did not receive an increase from the county and the outlook shows limited growth in county revenues over the next two to three years. Long term, the county is limited in land available for development both in quantity and configuration. However, the development of growth corridors and the re-development of downtown Columbia will contribute to the county's long-term economic progress.

The State of Maryland ended the session by giving the community colleges an increase of 1.5 percent for FY16. HCC received an increase of 1.6 percent in FY16 state funding based on past enrollment growth. Recovery in Maryland is progressing at a modest pace. Through June, Howard County's unemployment rate was 4.5 percent, the lowest in the state along with Montgomery County. Ranking 24th in the nation, the state's unemployment rate for June was 5.6 percent, while the national rate was 5.3 percent. The exposure to federal government cost-cutting has been a weakness for the state. The possibility of a government shutdown this fall could derail the state's economic recovery.

Each year the college continues to look for ways to reduce costs. During the FY16 budget process, $541,400 was saved. This included $141,000 in personnel due to reorganizations and personnel reductions, $123,800 in energy savings due to rebates and lighting replacements, $248,700 in contracted services and supplies, $19,300 in mailings and $8,600 in travel.

In FY15, to address changing workforce development needs, the college revised and developed new arts and sciences options in actuarial science, computer forensics, and cybersecurity; new military to registered nurse and paramedic to registered nurse pathways; and a new applied science degree in information systems assurance. In partnership with Howard County Fire and Rescue, the college developed a new associate of applied science degree in fire science and leadership, pending Maryland Higher Education Commission (MHEC) approval. Due to low enrollment, anthropology, art history, conflict resolution, health care management, history, interdisciplinary studies, international studies, political science, pre-dentistry, pre-optometry, pre-veterinary medicine, psychology, social work, and sociology arts and sciences options were

deleted. Students interested in pursuing studies in these areas have access to programs that encompass these areas, providing more effective and efficient pathways.

HCC has been recognized by *The Chronicle of Higher Education* as one of the **Great Colleges to Work For** since FY09 and is the only community college in Maryland to have been selected seven consecutive times. HCC has a strong history of excellence and takes pride in its culture of continuous quality improvement.

Benchmark Assessment
Howard Community College is committed to the goals identified in the *2013 Maryland State Plan for Postsecondary Education* and aligns its own strategic goals (i.e., student success, completion and lifelong learning, organizational excellence, and building and sustaining partnerships) with the State Plan. In support of the college's mission, these goals guide the annual plans (institutional, core work unit, and individual) and budgets. The college's board of trustees has found the MHEC community college indicators to be useful in guiding these plans.

State Plan Goal 1: Quality and Effectiveness
The college is dedicated to effectively fulfilling the educational needs of students and the economic and societal development needs of its service area and the State of Maryland. One measure to assess academic quality and effectiveness is goal achievement, and the rates of *graduate satisfaction with educational goal achievement* meet the benchmark of 99 percent. A follow-up survey of FY14 graduates is underway. *Non-returning student satisfaction with educational goal achievement* moved toward the benchmark level for the spring 2013 cohort of non-returning students. When asked about their major reasons for not returning, 44 percent of non-returners said they had transferred to another school, 23 percent attributed their non-return to employment demands, and 21 percent said their educational goals had been achieved. In another measure of quality and effectiveness, both the *fall-to-fall retention rate for developmental students* and *college-ready students* continued to improve and exceeded the benchmark levels for the fall 2013 cohort. Among the programs in place to improve fall-to-fall retention is the award-winning Step UP coaching program, which helps students take a more active role in their academic progress, thereby improving success and retention. To create a more engaging experience for students, a redesign of the in-person and online student orientation program resulted in an increase in the number of participants and their satisfaction levels. In another measure of excellence and effectiveness, the percent of *developmental completers after four years* declined slightly for the fall 2010 cohort. To provide effective interventions in high school that result in increased college readiness, HCC continued its program with the HCPSS to administer placement testing to students enrolled at all 12 high schools and the Applications and Research Lab. As a result, fall 2014 placements into developmental mathematics were well below the fall 2008 level. HCC and HCPSS faculty and staff continue to collaborate to align the high school curriculum with HCC's courses and provide courses to enhance skills as needed. Beginning in fall 2015, the college will decrease its developmental math sequence from four to three courses. Accelerated learning program sections are offered in all areas of writing, reading, and English as a Second Language (ESL) so that students who are near-college ready may enroll in designated sections of college-level English. The college will continue to evaluate the impact of new placement, advising, and grading policies. When looking at the *successful persister rate after four years* for developmental completers, the rate of the fall 2010 cohort improved six

percentage points over the fall 2009 cohort to achieve 91.3 percent persistence, meeting the benchmark and out-performing students who were college-ready (85.9 percent) or had not completed their developmental requirements (49.1 percent). The overall rate for the fall 2010 cohort was 73.7 percent, up three percentage points over the fall 2009 cohort. As the college continued the implementation of its early warning tracking system, 52 instructors in 84 developmental math and English course sections notified students about academic performance issues before the withdrawal deadline. The college plans to integrate the early alert program with its learning management system and expand the program to online courses.

To eliminate barriers and facilitate completion and smooth transfer to four-year institutions, the college has implemented initiatives to improve the *graduation/transfer rate after four years* of *college-ready students* (67.4 percent), *developmental completers* (60.8 percent), and *non-completers* (26.9 percent) alike. The college has designed a new curriculum map and framework that aligns general education core outcomes and course objectives to identify, assess, and evaluate program outcomes that define the knowledge, skills, and competencies that students are expected to achieve upon completion of their general education core studies. Faculty and staff continue to research best practices on student completion and regularly discuss HCC's current and future efforts to meet the national completion agenda. Service and program information presented at a fall completion fest included academic support services, admissions and advising, accelerated learning programs, continuing education, financial aid, and a number of other programs that support student retention and completion at HCC. To support seamless transfer, HCC participates in the Maryland articulation system (ARTSYS), which helps students, faculty, and staff to determine which courses would be most beneficial to their academic goals. The college continues to pursue articulation agreements with public and private schools throughout the region and this year has added reverse transfer agreements with the University of Baltimore, Excelsior College, and Strayer University to those already in place with the University of Maryland Baltimore County (UMBC), the University of Maryland University College (UMUC), and Towson University. HCC is participating in the STEM Transfer Student Success Initiative, which is funded through the Bill and Melinda Gates Foundation, with Anne Arundel Community College, the Community Colleges of Baltimore County, Montgomery College and the University of Maryland, Baltimore County. In addition to fall and spring transfer fairs, programs conducted on campus by college representatives, and visits to regional and local campuses, transfer advisors utilize the transfer center and web site to assist students through the transfer process. To increase the success of low income students, first-generation students, or students with disabilities, the college's student support services program offers academic advising, personal and career counseling services, financial aid counseling, individualized tutoring, and assistance by academic specialists. To expand education opportunities for traditional and adult learners, HCC continued adult learner outreach and recruitment, developed a military and veterans recruitment plan, and implemented software to facilitate the sharing of documents for students participating in reverse transfer. Other indicators of institutional quality and effectiveness include the number and success of students taking licensure examinations in preparation to enter the workforce. The *pass rate* of 72.1 percent for the *NCLEX-RN* (for nursing students) moved away from the benchmark level in FY14, while the rate for *NCLEX-PN* (for practical nursing students) moved toward the benchmark level. The 100 percent *pass rate for the EMT-Basic exam* surpassed the benchmark level by thirteen percentage points in FY14. During the college's budget process, the first areas to be addressed are indicators relating to the *percentage of expenditures on instruction, academic*

support, and student services. In these measures of cost effectiveness, the *percentage of expenditures* on both *instruction* and *student services* surpassed the benchmark levels in FY14.

State Plan Goal 2: Access, Affordability, and Completion
The college is committed to attracting and retaining a rich diversity of students to its programs, eliminating barriers to students' goal achievement, and responding quickly to the needs of the community it serves. To this end, HCC provides open access and innovative learning systems to meet the needs and interests of a diverse community. Efforts to support goals for enrollment growth have diminished the impact of statewide enrollment declines and resulted in an increase in the *total annual unduplicated* headcount. As *annual unduplicated credit headcount* declined to just below the benchmark level in FY14, *noncredit headcount* increased to 15,735. While *market share of first-time, full-time freshmen and part-time undergraduates* declined somewhat in fall 2014, the *market share of recent, college-bound high school graduates* was higher in academic year (AY) 2013-14 than any other year reported. HCC continues to expand educational opportunities by examining delivery methods, sections and space to ensure optimal access and effectiveness. In a cross-functional effort, the college is implementing a student planning module that will allow students to plan, update, and register for courses. Students will be able to plan their academic time at HCC and easily see their progress toward completion. HCC delivers programs in a variety of flexible formats to enable students to accelerate course completion and both *credit and continuing education enrollment in online courses* surpassed benchmark levels in FY14. In fall 2014, 167 *high school students enrolled* and earned credit at HCC, potentially shortening the time needed to earn a degree.

A direct indicator of affordability, *tuition and fees as a percentage of tuition and fees at Maryland public four-year institutions* remained well below the benchmark threshold for FY15. On a recent student survey, affordability was by far the most frequently cited primary reason (37 percent) for choosing to attend HCC. To improve affordability and minimize financial barriers to higher education for students, HCC processed more than $21.9 million in funding, consisting of grants, scholarships, and student loans to more than 4,800 students in FY15. Over $890,000 came from institutional operating and special funds allocated for need-based grants. The college and federal government provided $246,463 to fund student employment opportunities. Due in large part to an innovative county-funded scholarship, the HCC Educational Foundation provided $2,450,219 for student scholarships. A limited amount of financial aid is also available for qualified county residents who are taking career-related noncredit classes and for those seeking to earn a high school diploma. HCC's "Fridays in February" events inform and assist current and prospective students and community members about obtaining financial aid. The college's administrative system now enables the auto-packaging of financial aid to reduce the time from application to award of aid. Suggestive of the reduced discretionary income in many households, both the *unduplicated annual headcount enrollment and annual course enrollments in continuing education, community service, and lifelong learning courses* decreased in FY14. The decline in the FY14 *unduplicated annual headcount in continuing education basic skills and literacy courses* and *annual course enrollments* may indicate that students needed to work more and did not have the time or funds to attend classes.

State Plan Goal 3: Diversity

HCC values the significant contributions of a diverse population, encourages the celebration of diversity, provides varied and inclusive programs and support for all constituencies of the community, and evaluates the impact of these programs on the campus climate with a goal of increasing cultural competence. In compliance with Maryland State Education Article 11-406, the administration submits plan improvements to the board of trustees and the board submits an annual progress report to MHEC. Initiatives described in the campus cultural diversity report have resulted in continuous gains that have exceeded the benchmark level for the *minority student enrollment compared to the service area* population for the last several years. The *percent minorities of full-time faculty* moved slightly away from the benchmark level in fall 2014 and the *percent minorities of full-time administrative and professional staff* remained above the benchmark level. The college's human resources department continues to attend job fairs at institutions with high minority populations and to advertise with minority websites and professional associations. The *successful persister rates after four years* of Hispanic students in the 2010 cohort moved away from the benchmark level, while the rates for the 2010 cohort of African American and Asian/Pacific Islander students improved toward the benchmark levels. The *graduation-transfer rate after four years* of the 2010 Asian/Pacific Islander cohort moved toward the benchmark levels, while rates for Hispanic and African American students moved away from the benchmark levels. Among the initiatives to improve these rates is the Howard P.R.I.D.E. leadership program, which encourages the academic, professional, and personal development of primarily African American male students and offers tutoring, mentoring, service learning opportunities, leadership seminars, academic advising, and career planning. HCC's new Ambiciones leadership program promotes successful college completion through a supportive community for Hispanic/Latino students. The college continues to monitor the retention and success of minority and all students, and by implementing initiatives to positively impact these rates, the college seeks to eliminate gaps in persistence, transfer, and attainment.

State Plan Goal 4: Innovation
With a focus on effectively facilitating and maximizing learning for all students, HCC's comprehensive assessment strategies at the course, program, division, and college levels ensure educational effectiveness in support of college and state goals for innovation, student learning, and completion. Students transferring to University System of Maryland (USM) campuses from HCC continued to do well, with 82.8 percent earning a *cumulative GPA after the first year of 2.0 or above*. HCC students who transferred to USM campuses in AY12-13 had a *mean GPA after the first year* of 2.75. Performance data for AY13-14 transfer students have not been provided by MHEC at this time. *Graduate satisfaction with transfer preparation* for FY11 graduates increased to 92.3 percent, surpassing the benchmark level. HCC, along with other Maryland community colleges, is concluding an alumni survey on FY14 graduates. In another measure of student-centered learning, the number of *associate degrees and credit certificates awarded* exceeded the benchmark levels in FY14. The *fall-to-fall retention of Pell grant recipients* and *non-recipients* exceeded the benchmark level for the fall 2013 cohort. *Education transfer programs, credit enrollment* moved toward the benchmark level in fall 2014 and while *credit awards* decreased in FY14, the number of awards exceeded the benchmark level by five percentage points. Among the strategies to enhance its student-centered teacher education learning programs, the college partners with both four-year institutions and public high schools. The college partnered with the HCPSS to provide about 600 students with the field experience required for teacher education courses this year and has aligned all education courses with the

Common Core standards. As part of a student-centered learning system, HCC provides resources for teacher education, faculty development, and opportunities to share best practices.

Electronic learning resources enhance access to postsecondary education for credit and noncredit students across a variety of student learning styles and needs. Newly opened buildings provide the latest in technology and learning support systems and the college maintains 200 computer labs to assist with the instruction of English, math, science, multimedia, computer certifications, health care, and business training. Among the transformative approaches to enhance teaching and learning at HCC are an upgrade to the technology and applications used in the college's cyber security lab to improve learning and mirror future work environments for students, the purchase and implementation of a new simulation software application that manages the Sim mannequins, and student recordings of interactivities in the lab and debrief sessions with faculty.

State Plan Goal 5: Economic Growth and Vitality
HCC is committed to developing a highly qualified workforce, responding effectively to shifting workforce needs, and supporting economic and workforce development in Howard County. Using the expert recommendations of civic and business leaders who provide a community perspective on the college's Commission on the Future, HCC continually plans ways to better serve the area's higher education needs and continues to expand programs identified as high demand and workforce shortage areas in Maryland. Based on these recommendations, the college has focused on increasing employer outreach efforts, with particular emphasis on increasing internship opportunities. Eighty-seven percent of 2011 *full-time employed career program graduates* were *working in a related field* and with 95 percent g*raduate satisfaction with job preparation,* the benchmark was met for the 2011 graduates. An alumni survey of 2014 graduates is currently underway. Reflecting a degree of economic recovery, both the *unduplicated headcount in continuing education and workforce development courses* and *annual course enrollments* increased in FY14. *Unduplicated headcount and annual course enrollments in continuing professional education leading to government or industry-required certification or licensure* moved toward benchmark levels in FY14. Also moving toward the benchmark level in FY14 was the *number of business organizations provided training and services under contract*. Both *unduplicated annual headcount and course enrollment in contract training courses* increased in FY14, once again exceeding the benchmark levels. Although e*mployer satisfaction with contract training* increased in FY14, the level remained slightly below the benchmark of 100 percent. Indicative of the college's effort to address critical shortages in STEM fields, *credit enrollment in STEM programs* continued to increase and exceeded benchmark levels in fall 2014. While credit awards in STEM programs declined slightly from FY13, the level remains well above the benchmark. The programs to support the success of STEM students and the STEM program are detailed in the college's response to the Commission's question below.

State Plan Goal 6: Data Use and Distribution
Essential in constructive communication, informed decision-making and planning, and achievement of college and state goals, HCC supports a secure and collaborative environment of quality data use and distribution. This year, the college redesigned and launched a new website to improve navigation, mobility optimization, marketing efforts, self-service features, and content streamlining. The new site's robust search engine allows students to explore programs and courses based on career or personal interests and ensures that the public has convenient

access to up-to-date information. The college's email system was upgraded to improve the capacity of student and staff mailboxes and incorporate better security measures for email encryption and spam prevention. Considerable progress has been made on the database migration project of the college's administrative system (Colleague) to a Microsoft structured query language (SQL) database to meet the requirements of vendor for the system. HCC continues to implement and upgrade its web intelligence reporting system to enable faculty and staff to perform more sophisticated analyses and present results in a more user-friendly fashion. The system provides enrollment snapshots disaggregated by student characteristics and integrates National Student Clearinghouse data with enrollment information to provide a series of completion reports. Another milestone was certification of Payment Card Industry Data Security Standards, which promotes credit card security and reduces the possibility for identity theft. E. Republic's Center for Digital Education and Converge once again recognized HCC as a national leader in utilizing technology to provide exceptional services to students, educators, and administrators, and HCC was identified as the number three top-rated community college in the eighth annual *Digital Community Colleges Survey*.

Response to Commission Question
Please further discuss the factors underlying these increases (in STEM program credit enrollment and awards) and whether the college expects these trends to continue in the future.

Both credit enrollment and awards in STEM programs continued to exceed benchmark levels, with a large gain in engineering programs (37 percent enrollment growth from fall 2011 to fall 2014). Increased numbers of high school graduates are selecting engineering as a college major as programs such as Project Lead the Way are fully implemented in the public high schools. HCC engineering faculty have implemented strategies designed to recruit and retain engineering majors, such as a mandatory engineering seminar taken in the first semester, an engineering club, Engineering Projects Day and engineering week activities. The college has also established a chapter of the Society of Women Engineers (SWE) and a chapter of the National Society of Black Engineers (NSBE). Student members of SWE and NSBE engage in a variety of outreach activities with the HCPSS, such as STEM tutoring and assisting students with science fair projects and homework. Other large enrollment gains were seen in life science, physical sciences and pre-medicine. An increased demand for health professionals and the introduction of new HCC programs in dental hygiene, physical therapy assistant, medical lab technology and diagnostic medical sonography contributed to increased enrollment in the biology, chemistry and physics courses required for these programs. HCC offers four majors that allow students to pursue teaching degrees in STEM areas and provides seamless transfer to Maryland four-year teacher education programs in these areas. The college has implemented a number of programs designed to support students majoring in STEM. The STEM Scholars honors program provides rigorous coursework, academic support and career and transfer guidance for a cohort of qualified students. The STEM learning community, designed to improve academic achievement, retention and degree completion, along with STEM career and internship information sessions, continue to serve STEM students. The college hosts an annual Howard County STEM Festival and participates in off-campus events such as Pi Day, Girl Power, the Howard County Math Festival and the HCPSS STEM Festival. HCC continues to participate in the STEM Transfer Student Success Initiative with Anne Arundel Community College, the Community College of Baltimore County, Montgomery College and UMBC. Enrollment is expected to grow as new pathways for

engineering students are implemented and with the move to the new SET building for astronomy, biology, engineering, environmental science, horticulture, geology, meteorology, construction management, physics and technology programs. Spaces in the new building include a learning commons, a digital fabrication/3D printing lab, a cybersecurity lab, and undergraduate research grade lab facilities, which will support the implementation of a formal STEM undergraduate research program in fall 2015. Additionally, HCC was awarded a $597,088 NSF S-STEM Scholarship grant to provide financial assistance to qualified STEM students with financial need.

COMMUNITY OUTREACH AND IMPACT

Howard Community College is dedicated to building community, not only among its students, faculty, and staff, but as a vital partner in the intellectual, cultural, and economic life of Howard County. The college cultivates engagement with all segments of the community and takes a leading role in workforce training and supports economic development efforts within the county through community, business, and educational partnerships.

Collaboration with Other Educational Organizations
HCC has entered into partnerships with local and distant four-year institutions, other Maryland community colleges, and the HCPSS to help learners move easily through the system by providing diverse programs strengthened by collaboration, smooth transfer of knowledge, improved utilization of resources, staff development, and workforce readiness. The college continues to seek other partnerships to promote innovation and maximize resources in providing concrete benefits for students and community members.

HCC continues to partner with Carroll and Frederick Community Colleges to provide allied health programs at the Mount Airy College Center for Health Care Education. At the center, the colleges offer five degree and certificate programs and more than a dozen short-term training and continuing education options in leading edge health care fields, many that are identified as workforce-shortage areas. Sharing resources and personnel allows students to pay in-county tuition at the joint site and gives them access to state-of-the-art equipment in the center's medical simulation, science, and computer labs. The three higher education partners have formed enrollment, support services, and marketing teams.

HCC's partnership with Prince George's Community College in administering the Laurel College Center, a regional higher education center, provides multi-level higher education opportunities to advance workforce development and support the attainment of degrees. Students may earn six different associate degrees at LCC. An accelerated bachelor's degree is attainable through a partnership with Notre Dame of Maryland University in three areas of study. The University of Maryland University College offers courses toward three bachelor's degree programs at the LCC. In fall 2015, the University of Maryland School of Nursing will begin offering its RN to BSN program at LCC, and a partnership with UMCP offers a master's certification in elementary education (MCERT). Credit and noncredit ESL and GED preparation courses, job skills training and personal enrichment courses are offered at the LCC. Admissions

and registration, academic advising, tutoring, test center services, and a bookstore are available on site.

With a focus on future students and their college readiness, HCC collaborates on a number of initiatives with the HCPSS. The college's president's team, faculty, and staff meet regularly with HCPSS leadership to exchange ideas and to discuss initiatives that support the learning needs of and provide greater opportunities for the county's public school students and HCC students, such as Early College Programs, dual enrollment opportunities, transition courses and Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. In a partnership with the HCPSS, 28 students successfully completed the first year of the Early College Program in Network Security, with an additional 23 students slated for next year's cohort. Planning and recruiting for a second Early College Program focused on STEM has begun. HCC's department of teacher education regularly meets with site liaisons from 20 HCPSS partnership schools to review policies and procedures and to plan participant activities for teacher education courses that require a field experience. This year, the college received another federally-funded STARTALK grant to teach critical world languages to high school students. The college continues to offer affordable, safe, and academically enriching study abroad programs for students.

Collaboration with Business and Industry

HCC is a principal player in Howard County's vibrant economic and business sector. The college values and seeks to enhance its collaborations with the business community. The college's continuing education and workforce development (CEWD) division routinely partners with local government, HCPSS, Maryland State Department of Education, the Howard County Chamber of Commerce, Columbia Workforce Center, Lawyer's Advantage Title Group, Howard County Department of Recreation & Parks, Howard County Fire and Rescue Services, Howard County Office on Aging, Howard County Health Department, eight medical facilities for nursing students' clinical rotations, and various other federal and state government agencies and local businesses and organizations. In cooperation with the Howard County Chamber of Commerce, HCC hosts job and career fairs each fall and spring and HCC's president serves on the board of directors of the Chamber of Commerce.

Through HCC's Center for Entrepreneurial and Business Excellence (CEBE), students are mentored and coached by successful entrepreneurs to launch their fledgling businesses. Recent partnerships include the Howard County Chamber of Commerce, Leadership Howard County, HCPSS, and the Maryland Center for Entrepreneurship (MCE). The CEBE has launched a course in social entrepreneurship as a requirement in the entrepreneurship degree program and students from the program participate in internship experiences with community businesses such as Super Book Deals, Healthy Howard, Ryland Homes, and Applied Defense Solutions. In FY15, 23 students worked with business coaches in this individualized program and ten of these have moved into successful startup. CEBE sponsors two entrepreneurial celebrations each year where students have the opportunity to pitch their business ideas and a local business funds student prizes for the best three business ideas. Students utilize the funds to launch their business or to pay for their college expenses. Each academic year, 200–300 students create their own business concepts in an introductory class, entrepreneurship and creativity, and learn to pitch their ideas to a business audience from the community.

Community Connection
The college's reach into the community is broad and deep. It welcomes and seeks to expand opportunities to be involved with all segments of the community and is encouraged by the number and variety of community stakeholders engaged in discussion of their educational needs. HCC collaborates with its many community partners to ensure a valuable contribution to the learning needs of all citizens.

The Mediation and Conflict Resolution Center (MCRC) was named the County Executive's 2015 Volunteer Organization of the Year and represents HCC's commitment to community partnership at its best. For 14 years, HCC has provided quality conflict resolution services for Howard County groups, agencies, and citizens. Staffed by more than 200 highly-trained community volunteers, the MCRC offers a variety of direct resolution processes including community mediation, restorative dialogue and reflection, group facilitation, school restorative circles, and victim offender dialogue. Many of MCRC's cases are referred by its partners: the Howard County Police Department, the HCPSS, the District Court, the Office of the State's Attorney, the Department of Juvenile Services, the Howard County Detention Center, and Columbia's village centers and boards. To meet community need, MCRC and HCC's continuing education and workforce development division created and offered a basic restorative practices in schools course that has filled three times. MCRC is a leading member of the Circle of Restorative Initiatives for Maryland (CRI), through which it supports the development and implementation of restorative practices in a variety of statewide settings and sponsors an every-other-year conference at HCC.

Knowing that engaged students are more successful and have better rates of retention, HCC seeks partnerships to provide real-life opportunities through an extensive service learning program. The college's center for service learning's curricular and co-curricular programs resulted in the completion of over 900 student service learning placements and approximately 8,000 hours of volunteer service to 61 community partners last year. Student participants were engaged in service learning across 51 course sections and an additional seven co-curricular volunteer experiences. Volunteer coordinators represent numerous community agencies in the service learning fairs on campus. For the ninth consecutive year, HCC has been named to the President's Higher Education Community Service Honor Roll, which is the highest federal recognition for commitment to volunteering, service learning, and civic engagement.

The college's Project Access program facilitates the transition of high school students with disabilities to postsecondary education, with a goal to increase the success and retention of HCC students with disabilities and to improve career counseling and job placement services for students with disabilities. The program offers a summer institute, college fairs for students with disabilities, study skills courses and educational assessment in addition to in-service training for Howard County counselors and special educators.

Each year, the college sponsors a number of joint community and cultural events. This year, HCC's wellness center expanded its partnerships on- and off-campus to offer educational materials, health screenings and assessments, nutritional counseling, exercise and cooking demonstrations, and relaxation therapy at its annual wellness fair. The college's Dental Hygiene Center partners with a number of Howard County agencies and the community at large to offer high quality, affordable services performed by dental hygiene students under the supervision of a

clinical dentist. The college's two art galleries featured a variety of artists, while Rep Stage, an award-winning professional equity theatre in residence at HCC, had wide community support and served as an important learning platform for students. The annual Community Market Festival promoted the benefits of purchasing from local vendors and HCC hosted an on-campus community supported agriculture site for a fourth year. This year's eight-week summer Kids on Campus program served more than 1,800 participants aged seven to 17 enrolled in a total of 259 classes, such as 3-D printing studio, pastel art for middle school, and many others. The college's commitment to local businesses and the community extends beyond the classroom by providing event space for educational, business, and community groups, serving more than 185,000 individuals through cultural activities, public meetings, and sporting events last year.

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	63.2%	63.5%	63.9%	62.4%
B.	Students with developmental education needs	67.3%	66.4%	68.4%	71.8%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	22.2%	20.4%	23.8%	25.5%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,383	2,375	2,344	2,327

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	20.7%	22.0%	21.9%	21.4%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	37.8%	39.5%	39.0%	31.1%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	50.4%	47.9%	45.3%	41.4%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	6.8%	7.9%	8.7%	9.1%
	b. Black/African American only	26.2%	27.2%	27.2%	28.6%
	c. American Indian or Alaskan native only	0.3%	0.3%	0.3%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.3%	0.3%	0.3%
	e. Asian only	10.7%	10.6%	11.6%	11.4%
	f. White only	46.3%	44.8%	41.5%	39.1%
	g. Multiple races	2.5%	3.1%	4.0%	4.4%
	h. Foreign/Non-resident alien	4.8%	4.5%	4.6%	4.3%
	i. Unknown/Unreported	2.1%	1.3%	1.8%	2.6%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	17,349	17,761	$20,108	$15,011
	b. Median income three years after graduation	55,540	53,153	$52,657	$48,967

Goal 1: Quality and Effectiveness

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	94%	94%	99%	**99%**	**99%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	68	64	61	62	**70.0%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	58.2%	59.6%	63.5%	63.8%	**62.0%**
	b. College-ready students	58.0%	56.4%	60.8%	67.5%	**58.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	43.1%	40.1%	38.8%	38.5%	**45.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	86.7%	80.4%	80.6%	85.9%	**90.0%**
	b. Developmental completers	88.2%	82.9%	84.9%	91.3%	**91.0%**
	c. Developmental non-completers	51.6%	58.2%	48.3%	49.1%	**Not Applicable**
	d. All students in cohort	76.1%	73.4%	70.4%	73.7%	**80.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	76.3%	64.0%	68.8%	67.4%	**75.0%**
	b. Developmental completers	59.6%	60.7%	61.8%	60.8%	**70.0%**
	c. Developmental non-completers	34.3%	39.6%	31.9%	26.9%	**Not Applicable**
	d. All students in cohort	56.2%	54.2%	53.1%	49.6%	**60.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7	Licensure/certification examination pass rates					
	a. NCLEX - RN	93.4	89.5	87.4	72.1	**94.0%**
	Number of Candidates	121	152	183	161	
	b. NCLEX - PN	100	93	92	94	**97.0%**
	Number of Candidates	16	14	12	16	
	c. EMT -B	91	86	93	100	**87.0%**
	Number of Candidates	32	22	29	32	

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8	Percent of expenditures					
	a. Instruction	51.7%	51.1%	51.3%	51.6%	**51.0%**
	b. Academic Support	6.0%	5.8%	6.0%	6.1%	**7.0%**
	c. Student Services	10.2%	10.5%	10.2%	10.8%	**9.5%**
	d. Other	32.1%	32.5%	32.4%	31.5%	**32.5%**

Goal 2: Access and Affordability

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	29,496	30,204	29,424	29,621	**32,343**
	b. Credit students	13,753	14,518	14,668	14,538	**14,573**
	c. Continuing education students	16,426	16,406	15,395	15,735	**17,770**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	37.3%	36.2%	38.4%	35.8%	**45.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	71.3%	71.5%	71.0%	70.9%	**72.0%**

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	42.4%	43.1%	37.7%	54.0%	**50.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	4,635	7,004	7,617	8,196	**7,000**
	b. Continuing Education	959	1,115	1,082	1,186	**700**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	131	115	159	167	**200**

	FY 2012	FY 2013	FY 2014	FY 2015	**Benchmark FY 2016**
15 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	53.3%	53.8%	52.9%	52.2%	**55.0%**

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

	FY 2011	FY 2012	FY 2013	FY 2014	**Benchmark FY 2015**
16 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	5,631	5,524	4,897	4,813	**5,909**
b. Annual course enrollments	10,464	10,116	9,766	9,286	**11,315**

	FY 2011	FY 2012	FY 2013	FY 2014	**Benchmark FY 2015**
17 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	2,726	2,743	2,725	2,669	**3,000**
b. Annual course enrollments	6,393	6,159	5,972	5,747	**6,400**

Goal 3: Diversity

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	**Benchmark Fall 2015**
18 Minority student enrollment compared to service area population					
a. Percent nonwhite enrollment	50.3%	52.4%	55.7%	58.0%	**45.0%**
b. Percent nonwhite service area population, 18 or older	39.8%	38.9%	40.6%	41.6%	**Not Applicable**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	**Benchmark Fall 2015**
19 Percent minorities of full-time faculty	20.9%	22.7%	23.2%	22.9%	**24.0%**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	**Benchmark Fall 2015**
20 Percent minorities of full-time administrative and professional staff	25.6%	27.6%	29.9%	28.2%	**24.0%**

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	**Benchmark Fall 2009 Cohort**
21 Successful-persister rate after four years					
a. African American	69.1%	68.8%	66.0%	66.3%	**68.0%**
b. Asian, Pacific Islander	79.9%	77.8%	75.0%	83.6%	**85.0%**
c. Hispanic	74.3%	65.3%	74.4%	66.1%	**69.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	**Benchmark Fall 2009 Cohort**
22 Graduation-transfer rate after four years					
a. African American	49.4%	46.6%	48.0%	42.5%	**50.0%**
b. Asian, Pacific Islander	65.1%	56.1%	58.0%	58.6%	**60.0%**
c. Hispanic	45.7%	44.0%	47.4%	39.4%	**43.0%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

Goal 4: Student-Centered Learning

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	**Benchmark AY 2014-15**
23 Performance at transfer institutions					
a. Percent with cumulative GPA after first year of 2.0 or above	83.8%	82.1%	82.8%	n/a	**86.0%**
b. Mean GPA after first year	2.77	2.69	2.75	n/a	**2.78**

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	**Benchmark Alumni Survey 2014**
24 Graduate satisfaction with preparation for transfer	76.6%	89.3%	80.6%	92.3%	**83.0%**

Note: Response categories changed starting in 2008.

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
25	Associate degrees and credit certificates awarded					
	a. Career degrees	222	257	270	326	**324**
	b. Transfer degrees	650	698	796	787	**652**
	c. Certificates	70	102	105	93	**68**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	57.7%	55.6%	60.0%	65.9%	**62.0%**
	b. Non-recipients	67.3%	60.7%	68.3%	66.9%	**62.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27	Education transfer programs					
	a. Credit enrollment	523	532	507	534	**542**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	48	54	48	45	**40**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	88.9%	93.8%	93.8%	87.0%	**90.0%**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	85.0%	100.0%	89.8%	95.0%	**90.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	8,514	8,491	8,044	8,606	**8,800**
	b. Annual course enrollments	14,140	14,275	13,466	14,384	**12,800**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	3,879	3,209	2,589	2,611	**4,900**
	b. Annual course enrollments	5,219	4,489	3,907	3,920	**6,000**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	38	35	28	35	**50**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	6,288	6,200	5,828	6,278	**5,300**
	b. Annual course enrollments	10,859	10,772	10,118	10,795	**8,072**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34	Employer satisfaction with contract training	100.0%	100.0%	96.3%	96.8%	**100.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35	STEM programs					
	a. Credit enrollment	3,773	3,861	4,039	4,245	**3,368**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	375	469	476	449	**298**

MONTGOMERY COLLEGE

MISSION

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

INSTITUTIONAL ASSESSMENT

Maryland State Plan — Goal 1, Quality and Effectiveness: Enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the state and the nation.

Montgomery College critically examines the quality, effectiveness, and efficiency of its academic operations, initiatives, student services, engagement with the broader community, budgeting and planning processes, as well as effectiveness and efficiencies of its financial and human resources. Critical analysis of data-driven information is key, for it provides the foundation for planning strategically and establishing priorities for the allocation of resources. Systematic assessment initiatives at Montgomery College evaluate quality and effectiveness at the institutional level, program level, and course level. A seven-year strategic plan, embodied in Montgomery College 2020, tracks and updates objective, subjective, and cognitive indicators on an annual basis. Information gathered from these activities allows the College to respond effectively to the local community as well as to the challenges inherent in higher education. Ongoing internal as-assessment, responsible stewardship, continued accreditation, improved instruction, and relevant program offerings will maximize institutional efficiency, effectiveness, and sustainability.

Significant Academic Trends

Students enter Montgomery College with variations in academic readiness and goals, but despite the differences upon entry, Montgomery College faculty and staff attempt to "meet students where they are" academically. Initiatives and programs are in place throughout the institution to support the academic efforts and experiences in students' quest to achieve their full academic potential. Ultimately, the College's goal is to help students gain academic competencies that lead to success. Some quantifiable indicators are retention, academic preparedness, graduation, persistence, and transfer to four-year colleges and universities.

Academic Preparedness and Retention
In fall 2014, 60.0 percent of new entrants enrolled at the College were assessed with develop-mental education needs in one or more content areas (Characteristic B). Yet, fewer than 50 percent (43.2 percent to 47.3 percent) of students who enter with developmental needs complete the necessary coursework in four years (Indicator 4). Nearly 61 percent of students who entered the College academically prepared in fall 2013 returned in fall 2014 compared to 63.7 percent who entered with academic deficiencies (Indicator 3). Pell grant recipients (Indicator 26) were more likely to be retained than non-recipients: 68.8 percent and 60.3 percent, respectively. The College achieved 93.2 percent of the retention benchmark for college-ready students and 98

percent for Pell grant recipients. Areas where the College exceeded the benchmark were in the retention of developmental students, non-recipients of the Pell grant, and in the completion rate in developmental coursework.

Graduation and Transfer
Montgomery College granted 2,681 awards in Fiscal Year (FY) 2014 in a combination of career program and transfer program associate degrees and certificates (Indicator 25) with 582 career degrees, 1,780 transfer degrees, and 319 certificates. At the benchmark year of FY15, the number of career degrees was eight short of the goal, while the number of transfer awards and certificates surpassed the benchmark. In addition, the vast majority of respondents to the Graduate Follow-Up Survey (97 percent in the past two surveys) indicated they were satisfied with their educational goal achievement, which exceeded the 92 percent benchmark on this indicator. Montgomery College students have consistently shown better than adequate preparation for the academic rigor at Maryland's four-year colleges and universities. Although the data are not available for the most recent year, previous data have consistently shown that one year after transfer, former Montgomery College students attained above average performance at University System of Maryland's senior colleges and universities with collective grade point averages (GPA) that range from 2.72 to 2.78 (Indicator 23). The majority of these students (82.1 to 83.6 percent) achieved a cumulative GPA of 2.0 or above. Nearly 99 percent of the established benchmarks for these two performance indicators have been achieved.

With the implementation of the Common Core State Standards in Maryland, the quality of teaching from pre-kindergarten through high school is critical. Montgomery College provides the first two years of that teacher preparation in the Associate of Arts in Teaching (AAT) degree, which is fully articulated with four-year public colleges and universities in Maryland towards a bachelor's degree and teacher certification. In fall 2014, there were 785 credit enrollments (Indicator 27a) in teacher education and 69 degrees had been awarded in FY14 (Indicator 27b). The College exceeded the benchmark in awards and achieved 98.1 percent of its goal in credit enrollment.

Degree Progress Cohort: Graduation, Persistence and Transfer
Degree Progress is a cohort model that tracks student success on several measures over a four-year period. This cohort analysis includes first-time students who attempted at least 18 credit hours within two years of initial enrollment regardless of their level of academic preparedness. Indicator 5 is a measure of persistence, which is a total of students who graduated and/or transferred to a four-year college or university plus those who earned 30 credits with a minimum cumulative GPA of 2.0 but did not graduate or transfer, and those who were still enrolled at the end of the assessment period. Indicator 6 is the four-year graduation/transfer rate.

Four years after entry, 75.1 percent of the fall 2010 cohort continued to show progress towards a degree (Indicator 5). College-ready students were much more persistent (87.1 percent) than students who entered with academic deficiencies and completed developmental coursework (78.4 percent), while the persistence rate for developmental non-completers was substantially lower (45.0 percent). The College exceeded the goals for college-ready students and achieved 90.1 per-cent and 94.0 percent of the benchmark, respectively, for developmental completers and all new students combined.

By fall 2014, nearly half (49.8 percent) of the 2010 cohort had graduated and/or transferred (Indicator 6). Students who entered the College academically prepared were much more likely to achieve this milestone than students who entered with developmental needs but completed the coursework. However, students who were assessed at the developmental level but did not complete the requirements were far less likely to succeed on this measure. Overall, the College achieved 90.5 percent of its goal for all students, exceeded the benchmark for college-ready students, and achieved 87.1 percent of the goal for developmental completers.

Significant Financial Trends

The College continues to implement cost saving measures while making a concerted effort to fund its primary mission of teaching and learning. Data for FY14 show a slight decline in the percentage of the operating budget (Indicator 8) expended on instruction (from 34.7 percent to 34.0); academic support and student services were relatively flat, while a slight increase was observed in the percentage of expenditures associated with "other." It should be noted that the deviation in the proportions of expenditures in the instruction and academic support areas from previous years' data is directly attributed to reallocation of some expenditure categories as recommended in the guidelines of the National Association of College and University Business Officers (NACUBO). However, the combined percentage of these two areas has remained relatively stable, showing just a slight decline compared to previous years. As such, the benchmarks for these indicators, specifically for instruction and academic support, will be modified in the future to reflect the change in the reallocation.

Significant Demographic Trends

Maryland State Plan — Goal 2, Access, Affordability and Completion: Achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability and completion.
Montgomery County is one of the most racially and ethnically diverse jurisdictions in the state. Recent census data reveal that more than half (51.3 percent) of the service area population 18 years of age and older are nonwhite (Indicator 18). The race and ethnic makeup of students at the College is constantly changing and is directly related to the changing demographics in Montgomery County. In fact, Montgomery College is similar to the county—perhaps even more di-verse—on every common indicator, including race/ethnicity (Indicator G), age, socio-economic status, and country of origin. Fall 2014 data show that nearly 28 percent of students originated from 163 foreign countries and nonwhite students represented 72.3 percent of the enrollment (Indicator 18a), which exceeded the benchmark. Also, first-generation college students represented 24.9 percent of the student body (Indicator C); 65 percent of students were enrolled on a part-time basis (Indicator A); 42 percent worked more than 20 hours per week (Indicator F); 10,029 students enrolled in English for Speakers of Other Languages courses (Indicator D); 27 percent of the student body received Pell grants; 55.9 percent received some form of financial aid (loans, scholarships, and/or need-based financial aid) to attend the College (Indicator E).

Access

Students and potential students have access to education at geographically convenient locations and to a well-established distance learning program. In FY14, the College served 59,373 individual students (Indicator 9): 36,238 students in credit-bearing programs and 24,697 continuing education students. At the close of this assessment period, the College achieved 95.7 percent of the benchmark for total annual unduplicated students: 87 percent of the benchmark for credit stu-dents and 97.1 percent of the benchmark for continuing education students. Online credit and noncredit course enrollment (Indicator 13) fluctuated over the past three years. In FY14, credit enrollments in online courses (16,300) surpassed the benchmark, while online course enrollment in continuing education (1,322) reached 96.6 percent of the benchmark.

The College attracts a respectable market share of students residing in Montgomery County. Of all first-time full-time and part-time Montgomery County residents enrolled at any college in Maryland in fall 2014, a smaller share than anticipated enrolled at Montgomery College: 43.1 percent of first-time full-time students (Indicator 10—a benchmark of 52 percent) and 75.3 per-cent of first-time part-time students (Indicator 11—a benchmark of 78 percent). In spite of the vast competition in the College's jurisdiction, the College achieved 82.9 and 96.8 percent of the benchmarks, respectively. However, the College exceeded its goal with recent college-bound high school graduates from Montgomery County's public high schools: nearly 70 percent who attended any college in Maryland enrolled at Montgomery College in fall 2014 (Indicator 12) and exceeded the 63 percent benchmark. In addition, there were 535 dual enrollments at the College (Indicator 14) in fall 2014, which is 96.4 percent of the established benchmark.

Affordability
Attending Montgomery College for the first two years of a student's postsecondary education experience is a smart financial decision and is affordable to current and prospective students in varied income brackets. The cost to attend Montgomery College in FY14 was 53.9 percent of the average cost to attend a public four-year college or university in Maryland (Indicator 15)—a cost savings of more than $3,900 and below the 57 percent benchmark. However, affordability is much more than the cost of tuition; it also includes books, supplies, and transportation. The College has taken proactive steps to reduce educational costs to students. For instance, the College's bookstores offer digital, rental, online, used, and competitively priced instructional materials; faculty continue to explore free online course content ("open educational resources"); tuition rates remained the same in FY13 and Fy14 and increased by a modest 2.7 percent in FY15; most fees have remained virtually unchanged for many years. Other cost-saving measures are under discussion to help maximize affordability.

Maryland State Plan - Goal 3, Diversity: Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population
Education is the great equalizer of society. Yet, statistics have consistently shown that success, as measured by the degree progress model, is segregated along race/ethnic lines. Data clearly reveal that Asian students (62.0 percent) have much higher graduation/transfer rates four years after entry than African American (42.4 percent) and Hispanic (44.7 percent) students (Indicator 22). Disparity in achievement on this measure was as much as 20 percentage points. Achievement gains in the graduation/transfer rates have been noted in all three race/ethnic groups for cohort groups 2007 through 2009. Hispanic students in the 2010 cohort continued that trend, while a decline on this measure was noted, particularly among African American students.

Over the four years reported, this is the first year that Hispanic students were more successful on this measure than African-American students. The College achieved 84.8 percent of the benchmark for African American students and exceeded the benchmarks for Asian and Hispanic students.

Asian students (85.2 percent) were also much more likely than African-American (68.5 percent) and Hispanic (75.1 percent) students to be persistent in educational attainment (Indicator 21). Note that Hispanic student cohorts have been increasingly more successful and consistently more successful than African American students on the measure of persistence. The success of the 2010 cohort was slightly lower for African American students, fairly flat for Asian students, but up nearly four percentage points for Hispanic students compared to their fall 2009 counterparts. The benchmark for this indicator was exceeded for Asian and Hispanic students, while persistence among African American students was at 91.3 percent of the goal.

Montgomery College has a vested interest in closing the achievement disparity among student groups, which is consistent with the goal in the state plan. A more accurate and compelling label for this disparity, from Montgomery College's perspective is to name the effort "Achieving the Promise," because it speaks to the singular promise that education begets change in a single life, the life of a family, and in society as a whole. To better understand the issue, the College has actively engaged an 80-member task force in an extensive review of the literature, thoroughly examined campus data, and emerged with some very promising ideas and recommendations. Plans to implement many of the recommendations to fulfill this promise are underway.

Diversity of Faculty and Professional Staff
As stated in the Maryland State Plan for Postsecondary Education, "…it is also critical to note that faculty and staff diversity is equally as important in creating an enriching learning environment that promotes cultural competency… diversity adds value to postsecondary learning environments." In fall 2014, the percentage of full-time nonwhite faculty (Indicator 19) was relatively flat compared to previous years at 32.4 percent, while the percentage of full-time nonwhite administrative and professional staff (Indicator 20) dropped nearly five percentage points (from 42.8 percent to 38 percent). The diversity in faculty and professional staff has not changed as rapidly as the race/ethnic demographics of students. Montgomery College began implementation of an updated multi-year Cultural Diversity Plan, as required by the Maryland Higher Education Commission, which identifies action-oriented diversity goals and objectives in five key areas that are aligned with the Montgomery College 2020 strategic plan. The College has fulfilled its commitment to achieve its benchmark for faculty and achieved 90.5 percent of the goal for administrative and professional staff.

Maryland State Plan - Goal 4, Innovation: Maryland will seek to be a national leader in exploration development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning out-comes and completion rates
Academic progress and the success of students are at the top of Montgomery College's priorities; the quality of teaching and learning is central to these priorities. The College is involved in numerous innovative activities that support the state's goal on innovation. Faculty members are actively engaged in college-based academic initiatives, professional development and research, technological and pedagogical training to purposely enhance instruction and encourage active

student engagement in all environments. Montgomery College Innovation Works, an integrated "think and do tank," supports and nurtures mission-driven innovation that involves communication and collaboration between and among students, faculty, staff, and the community at large. The Office of E-Learning, Innovation, and Teaching Excellence (ELITE) offers training throughout the year for faculty and staff who plan to teach online and gives faculty access to a variety of instructional methodologies and cutting-edge technology. The One Button Studio is a new technology apparatus that allows faculty to easily record videos and lectures to enhance the classroom experience, as well as allow students to record their practices for a public speaking class.

The College also adopted a set of General Education competencies that align with the Middle States Commission on Higher Education and the requirement of the Maryland Higher Education Commission. Each general education course is assessed on at least four competencies (i.e., critical analysis and reasoning, technological competency, written and oral communication, and in-formation literacy) that contribute to students' knowledge, values, skills, and ability to participate in and contribute to a global society.

Brokering articulation agreements with four-year colleges is an ongoing process and is one important innovative endeavor the College uses to improve two-year college completion. It also provides the incentive for students to earn a two-year degree prior to transferring to a four-year college or university. Some recent articulation arrangements include an AAS in criminal justice can lead to a BA in criminal justice, social justice concentration at Bowie State; an AS in engineering to a BS in engineering from Syracuse University; and an AA in computer science to a BS in computer science from UMBC. The College also launched an articulation website that provides major-specific pages dedicated to the articulation agreements for the College's most popular majors to identify potential pathways for students' educational future. Such agreements allow for a smooth transition for graduates with the two-year degree in hand. Unfortunately, these agreements are college- and program-specific. Therefore, to increase completion rates, more needs to be done on a statewide level to recognize any AA degree from the community college as completion of sophomore level education for all community college students who graduate and subsequently transfer to a four-year public college or university in Maryland.

These innovative approaches to enhance teaching and learning are designed to strengthen student outcomes, elevate student engagement, enrich the academic experience, increase completion, as well as promote and support the success of all students.

Maryland State Plan – Goal 5, Economic Growth and Vitality: Stimulate economic growth, in-novation, and vitality by supporting a knowledge based economy, especially through increasing education and training and promoting the advancement and commercialization of research.
A vital function of the College is to produce a more educated and prepared workforce. In addition, skill enhancement for employment is a primary goal of many students. Income data have shown that the average income levels for graduates in occupational programs ($38,159) increased by more than 50 percent three years after graduation compared to the income level one year prior to graduation ($25,236). Montgomery College is doing its part in preparing students for employment. The most recent data from the alumni survey found that 92 percent of graduates were "very well" or "well" satisfied with employment preparation.

Montgomery College provides high-quality health sciences programs (Indicator 7) that support the state's goal to educate and prepare program graduates for the workforce in critical health manpower shortage areas. The high pass rates of graduates on the licensure exams on the first try is a testament of the health sciences programs' success in developing the skill sets that are necessary for a quality workforce for area providers. The pass rate ranges for Radiologic Technology (94 percent to 100 percent) and Physical Therapy (93 percent to 100 percent) graduates have been consistently high. Some of the attributing factors for success in these programs include learning support from faculty, staffing open lab hours, providing learning materials online using Blackboard, giving practice board exams during the final semester of the program and detailed study plans to increase success on the National Board Exam. Both programs exceeded their benchmarks.

The pass rate for nursing graduates decreased to 84 percent compared to 89.7 percent in the previous year. A decrease in the pass rate was observed nationwide, possibly due to a change in the format of the National Council Licensing Exam for Registered Nurses (NCLEX-RN), a change in the minimum passing standard on the national exam, and the increase in the percentage of stu-dents who speak English as a second language. Initial implementation of the Test for Essential Academic Skills (TEAS), a pre-admission examination for entry into the nursing program, yielded a decrease in the student diversity pool for the program. This was cause for concern because, according to the Institute of Medicine's Future of Nursing Report, an increase in the diversity of in the workforce is essential to improve the health status of communities across the country. With all of the dynamics that have occurred over the past few years in the nursing program, 93.3 percent of the 90 percent benchmark was achieved. Future success in this program is expected.

Science, technology, engineering, and mathematics (STEM) programs support the state and national interest to increase participation and preparation in this area, for STEM education and occupations play a key role in the sustained growth and stability of the economy. Growth in STEM programs exceeded the benchmarks in both program enrollments (Indicator 35), which is at an all-time high of 5,495, and in awards where 724 degrees were awarded in FY14.

Economic growth is also promoted through the College's career training and noncredit continuing education programs. In FY14, the Workforce Development & Continuing Education (WD&CE) unit provided contract training and services (Indicator 32) to 58 businesses or trade associations in the county. Compared to the previous year, the number of individual students that enrolled in contract training courses (Indicator 33) increased from 2,889 to 4,378, while annual course enrollments increased from 6,563 to 8,392. Frequently, a single contract training offering serves multiple employers. For example, the long standing apprenticeship program with the Air Conditioning Contractors of America represents a single contract but serves employees of about 200 individual contractors. Benchmarks for this indicator have been exceeded due to growth in customized contract training requests. In response to a satisfaction survey, 95 percent of employers who send employees to the College's contract training courses reported that they were satisfied (Indicator 34) with the training their employees receive.

A trend of cyclical enrollment patterns relating to continuing professional education (Indicator 31) that leads to government- or industry-required certification and licensure has been noted. In

FY14, course enrollments decreased from 12,550 to 10,708, compared to the previous year. Enrollment of individual professionals also decreased to 5,665 from 6,761. Enrollments in these programs fluctuate based on credentialing year cycles that are set by the professional organizations, so a cyclical shift in these figures is not unexpected. Even though unduplicated students decreased in workforce development courses (Indicator 30) during FY14 (from 11,468 to 10,790), course enrollments decreased more modestly (from 18,459 to 18,222), which suggests students continue to be focused on skill building for employability.

Maryland State Plan – Goal 6, Data Use and Distribution: Create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision making, and achievement of State goals.
Montgomery College leaders are keenly focused on effective decision making that is driven by quality of data and information drawn from a variety of sources: internal databases; internal and external departmental websites; the Performance Accountability Report; results from varied surveys; enrollment projections; the College's Enrollment Profile; Montgomery College 2020; the College's Academic Affairs chronicle, Intersection, which provides updates on academic activities, initiatives, and policy at the College; the Student Success Score Card, which is a set of indicators that track student achievement and actionable information to help the College assess and improve its programs with a focus on student achievement and success; Maryland Association for Community Colleges; Maryland Higher Education Commission; the Middle States Commission on Higher Education; and the Montgomery County Council. In addition, a memorandum of understanding was signed in 2010 between Montgomery College (MC) and the Montgomery County Public Schools (MCPS) that allows for the sharing of data between the two institutions on MCPS students who enroll at MC. Staff within the respective research offices use data collected to conduct various and agreed upon research projects that assist with academic planning and advising. Data and information from these various sources are shared broadly within the College, and used to fuel discussion and innovative initiatives.
Commission Assessment: The College has demonstrated substantial growth in its graduation and transfer rates for college-ready students and developmental completers over the past several years, and has exceeded its benchmarks. Discuss the factors underlying this increase and whether the College expects these trends to continue in the future.

Several years ago, the College implemented a number of strategies designed to help students succeed on both of these measures, which included changing policies affecting the admissions process; increasing emphasis on academic advising; establishing a student degree plan upon entry; redesigning the teaching of developmental math; urging students to complete developmental course sequence; offering more learning communities; establishing articulation agreements with four year colleges and universities; and emphasizing associate degree attainment before transfer. To complement these strategies, the College recently implemented an intentional advising model and encouraged a more intense emphasis on academic advising and mentoring. Continued success on these measures is expected in the future as a consequence of these approaches.

COMMUNITY OUTREACH AND IMPACT

As Montgomery College is an agent of change—and considering the diverse populations it serves and the broad range of needs—the College has the responsibility to be accessible to the community. In doing so, the College responds to the needs of the community by offering com-munity services and lifelong learning opportunities (Indicator 16). In FY14, the Workforce Development & Continuing Education (WD&CE) unit attracted 8,673 individual students to com-munity service and lifelong learning courses. Annual course enrollments increased from 12,433 to 13,885 compared to the previous year in these categories.

Unduplicated headcount decreased from 7,655 to 6,752 in WD&CE basic skills and literacy courses (Indicator 17) in FY14, while annual course enrollments decreased from 13,933 to 11,879. It should be noted that enrollment patterns in the grant funded programs, like basic skills and literacy, are restricted to available funding lines. Given recent demographic changes in Montgomery County, additional grant funds are becoming available for adult basic education and English for Speakers of Other Languages. Consequently, the benchmarks for this indicator, 6,400 and 11,000 for unduplicated students and enrollments, respectively, have been exceeded.

As a community college, Montgomery College is a bridge to the community and actively reaches out to and engages in activities that nurture community building, civic responsibility, intercultural understanding, education, and as well as arts and entertainment. In addition, the College serves as the place for neutral public dialogue to discuss a wide variety of topics, to advance social jus-tice, and to enrich the life of the community at large. There are active discussions underway to establish satellite engagement centers in underserved communities to enable the College to directly reach underserved populations in the communities where they live and work. The College works with the Montgomery County Detention Center to provide educational and vocational offerings that give inmates the skills needed to join the workforce after their release. The Speakers Bureau is a service to the community whereby members of the College's faculty, staff, and Alumni Association volunteer their time to speak to the community on a wide range of topics, including current events, science and nature, economic development, energy, ecology, the environment, family, mental health, and history. Additionally, Montgomery College has the only planetarium in the Washington area at which students can take a class. Thousands of Washington area residents visit the planetarium at the Takoma Park/Silver Spring Campus annually.

Several thousand County residents are also served annually by the College's Community Engagement Centers located in the Gaithersburg Library and in the East County Regional Center. These Centers take Montgomery College beyond the campuses and into the community by helping under-served and under-represented communities connect with the College; counseling services, information and referrals, and a number of courses in conversational English and basic computer skills are currently available at these Centers. Multi-lingual staffing assists hundreds of residents connect with the College and County services and resources.

Montgomery College has been partnering with local business and trade associations for more than 20 years. During that time, apprenticeship-related instruction programs designed to meet industry needs have been provided. In addition, partnerships with local businesses and

community groups have provided students with scholarships, internships, and educational opportunities. For example, Discovery Communications offers students access to internships, lectures and executives; MDBio Foundation recently awarded the College a grant to support students pursuing careers in the sciences; STEM students have access to internship opportunities to engage in and focus on research specific to the National Institute of Science Technology; and the Montgomery County Commission for Women established an Endowed STEM Scholarship to support students pursuing careers in the STEM fields.

The College also reaches out to active and veteran service members to support their educational goals and interests, while adapting the skills they developed from military training and combat experience. Combat2College (C2C)—developed jointly by Montgomery College, the National Rehabilitation Hospital (Washington, DC), the National Center for PTSD (Palo Alto, CA), and the Veterans Administration Medical Center (Washington, DC)—is a nationally recognized program that provides academic and social opportunities and support services for veteran and active/reserve service members who are transitioning into college.

As a multicultural beacon to its surrounding communities, Montgomery College's Cultural Arts Center, which opened in 2009 at the Takoma Park/Silver Spring Campus, provides comprehensive programming intended to improve cultural literacy and encourage cross-cultural understanding and expression via the performing arts, cultural studies, lectures, film, workshops, forums, conferences, and academic disciplines. The Center supports all areas of the College and external community; many performances are open to the public.

Lastly, the Germantown Holy Cross Hospital, which opened in October 2014, is the first hospital on a community college campus and the first new hospital in Montgomery County in 35 years. More importantly, residents of the up-county and neighboring areas of Montgomery County now have proximate access to emergency and specialty health care. The hospital will also serve as a key clinical site for health science students.

Montgomery College and Montgomery County Public Schools Partnerships
Achieving Collegiate Excellence and Success (ACES) is a partnership program of Montgomery College, Montgomery County Public Schools, and the Universities at Shady Grove (USG). Designed to create an educational pathway from high school to community college and then to the bachelor's degree, ACES provides intentional and intense one-on-one mentoring to hundreds of students from groups that are underrepresented in higher education, including African American, Hispanic, low-income and/or first-generation college students.

K to College is an exciting new partnership with MCPS that will link each of our campuses with a local kindergarten class. This initiative will bring college ambassadors (MC students, faculty, and staff) into the kindergarten classroom to introduce young learners to the college experience. The Institute for Global and Cultural Studies (IGCS) is a unique collaboration between MC and MCPS/Wheaton High School. IGCS is a humanities-based pathway to higher education that provides students access to a rigorous program of study, relevant experiential enrichment opportunities, and academic support through a network of relationships and explicit connections to college resources and programs. The IGCS provides students with an opportunity to explore, learn, and understand the world around them and offers students a wealth of opportunities

beginning with their freshman year, which will incorporate global and cultural themes. During their junior and senior years, students will take college courses taught by professors from the two partner schools.

In the Career and Technology Education Programs of Study (CTE POS), high school students can earn college credit through articulated courses within the POS pathways. Fundamentally, the CTE components of this partnership involve increased student engagement in learning through real-world connections and the provision of opportunities to earn industry/professional credentials potentially for higher entry-level wages in high-demand professions. Currently, over 25 programs have articulation agreements in this MC/MCPS partnership in such diverse fields as biotechnology, automotive technology, building trades, and medical careers.

Montgomery College Middle College at Northwest and Northwood High Schools is a MC/MCPS partnership that affords students at these two schools the chance to broaden their course selection and earn college credits that go beyond high school course content in collaboration with high school Advanced Placement and honors levels courses.

MC maintains communication with MCPS regarding curriculum needs and expectations of faculty for students at the secondary and postsecondary level. Respective deans at MC and supervisors within the MCPS's Department of Curriculum and Instruction meet routinely to discuss the current and ever changing curriculum needs to promote the postsecondary success of all students. With the adoption of the Common Core State Standards by MCPS, this relationship is even more critical, for there must be a clear understanding of its impact on college curriculum. As such, MC faculty and administrators participated in state-level discussions regarding the assessment of college readiness. Under the auspices of the Maryland State Department of Education, the Partner-ship for Assessment of Readiness for College and Careers, and the University System of Mary-land, faculty and staff from Montgomery College have had an opportunity to weigh in on discussions regarding curricular fit and alignment.

The Summer Bridge Program provides intensive support to recently graduated MCPS students. The program includes planning their college course of study, reviewing financial aid information, considering college expectations for student preparedness, and sharing ideas for supporting students' academic success. This program is specifically designed for MCPS students who have just graduated from high school and taken the ACCUPLACER at Montgomery College and have scored below college-ready. The goal of the program is to increase students' ability to test college-ready at the end of the summer experience.

The Young Professionals Conference (YPC) is an educational event for MCPS juniors within various career and technology education programs of study. YPC provides an opportunity for business and education partners to interact meaningfully and directly with students in their fields of interest. The conference is produced in partnership with the Montgomery County Business Roundtable for Education (MCBRE), Montgomery County Public Schools, Montgomery College, and the Universities at Shady Grove. Over 800 students attend the conference each year.

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	64.0%	64.0%	64.7%	65.0%
B.	Students with developmental education needs	50.7%	49.6%	58.8%	60.0%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	17.0%	14.0%	25.5%	24.9%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	9,747	6,784	9,286	10,029

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	22.5%	24.9%	26%	27.5%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	42.7%	36.9%	48%	55.9%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	48%	47%	48%	42%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	5,058	5,357	5,446	5,225
	b. Black/African American only	6,978	7,426	7,741	6,780
	c. American Indian or Alaskan native only	74	77	80	78
	d. Native Hawaiian or other Pacific Islander only	90	83	76	70
	e. Asian only	3,225	3,224	3,032	2,646
	f. White only	8,253	8,046	7,233	6,594
	g. Multiple races (Not Hispanic)	400	472	556	611
	h. Foreign/Non-resident alien	2,904	2,735	1,941	3,438
	i. Unknown/Unreported	14	33	50	81

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$17,047	$16,666	$25,374	$25,236
	b. Median income three years after graduation	$39,124	$38,643	$46,155	$38,159

Goal 1: Quality and Effectiveness

		Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	93%	98%	97%	97%	92.0%

		Spring 2005 Cohort	Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	82%	74%	81%	79%	82.0%

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	62.4%	53.9%	62.9%	63.7%	63.0%
	b. College-ready students	60.9%	67.2%	59.9%	60.6%	65.0%

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	49.8%	46.6%	43.2%	47.3	40.0%

MONTGOMERY COLLEGE
2015 ACCOUNTABILITY REPORT

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	88.8%	85.8%	88.1%	87.1%	82%
	b. Developmental completers	85.7%	87.0%	90.3%	78.4%	87%
	c. Developmental non-completers	50.4%	47.3%	49.5%	45.0%	Not Applicable
	d. All students in cohort	80.1%	73.3%	75.0%	75.1%	80%

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	69.7%	70.1%	70.9%	68.5%	65.0%
	b. Developmental completers	52.9%	60.8%	65.7%	47.9%	55.0%
	c. Developmental non-completers	27.2%	27.1%	25.6%	28.0%	Not Applicable
	d. All students in cohort	54.3%	51.3%	52.1%	49.8%	55.0%

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7	Licensure/certification examination pass rates					
	a. Radiologic Technology	94.0%	100.0%	100.0%	94%	90%
	Number of Candidates	18	20	18	18	
	b. Nursing	84.8%	93.0%	89.7%	84%	90%
	Number of Candidates	125	176	145	129	
	c. Physical Therapy	93.0%	94.0%	93.0%	100%	80%
	Number of Candidates	14	18	14	12	

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8	Percent of expenditures					
	a. Instruction	41.4%	41.4%	34.7%	34.0%	41.0%
	b. Academic Support	12.3%	10.9%	16.4%	16.5%	13.0%
	c. Student Services	11.0%	11.6%	11.3%	11.3%	13.0%
	d. Other	35.4%	36.1%	37.6%	38.2%	33.0%

Goal 2: Access and Affordability

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	59,359	61,510	60,717	59,373	62,051
	b. Credit students	37,391	38,197	38,014	36,238	41,636
	c. Continuing education students	23,624	25,060	24,395	24,697	25,435

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	45.1%	46.0%	43.1%	43.1	52.0%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	75.6%	76.1%	76.7%	75.3	78.0%

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	55.5%	63.3%	56.8	69.6	63.0%

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	15,790	17,315	18,829	16,300	15,234
	b. Continuing Education	1340	1,372	1,426	1,322	1,369

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	595	550	468	535	555

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	56.0%	55.1%	53.8%	53.9	57.0%

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	11,903	9,409	8,572	**8,673**	**12,000**
	b. Annual course enrollments	17,756	13,800	12,443	**13,885**	**19,000**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	6,634	7,683	**7,655**	6,752	**6,400**
	b. Annual course enrollments	12,521	13,730	**13,933**	11,879	**11,000**

Goal 3: Diversity

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	68.0%	70.1%	71.3%	**72.3%**	**68.0%**
	b. Percent nonwhite service area population, 18 or older	48.6%	49.3%	50.3%	**51.3%**	**Not Applicable**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19	Percent minorities of full-time faculty	29.4%	31.9%	32.8%	**32.4%**	**32.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff					
		40.1%	42.5%	42.8%	**38.0%**	**42.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	74.1%	67.3%	69.8%	**68.5%**	**75.0%**
	b. Asian, Pacific Islander	87.3%	85.2%	85.4%	**85.2%**	**85.0%**
	c. Hispanic	78.7%	68.0%	71.5%	**75.1%**	**72.0%**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	46.7%	48.0%	49.8%	**42.4%**	**50.0%**
	b. Asian, Pacific Islander	56.2%	59.6%	62.7%	**62.0%**	**55.0%**
	c. Hispanic	35.7%	41.1%	43.3%	**44.7%**	**36.0%**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

Goal 4: Student-Centered Learning

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
23	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	82.1%	83.4%	83.6	**N/A**	**85.0%**
	b. Mean GPA after first year	2.72	2.76	2.77	**N/A**	**2.80**

		Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2014
24	Graduate satisfaction with preparation for transfer	91.0%	77.4%	78.1%	**82.7%**	**90.0%**
	Note: Response categories changed starting in 2008.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
25	Associate degrees and credit certificates awarded					
	a. Career degrees	516	626	569	**582**	**590**
	b. Transfer degrees	1,668	1,757	1,749	**1,780**	**1,576**
	c. Certificates	377	329	307	**319**	**300**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	67.0%	60.9%	66.9%	**68.8%**	**70.0%**
	b. Non-recipients	58.1%	49.0%	58.5%	**60.3%**	**60.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27	Education transfer programs	717	738	767	**785**	**800**
	a. Credit enrollment					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	67	75	64	**69**	**60**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	82%	87%	90%	**85%**	**85.0%**

		Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2014
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	89%	83%	**69%**	**92%**	**85.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	9,783	11,749	11,468	**10,790**	**11,000**
	b. Annual course enrollments	13,913	18,562	18,459	**18,222**	**16,000**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	6,159	6,400	6,761	**5,665**	**8,000**
	b. Annual course enrollments	10,309	11,574	12,550	**10,708**	**13,500**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	72	64	58	**58**	**80**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	2,681	3,133	2,889	**4,378**	**3,500**
	b. Annual course enrollments	3,861	6,544	6,563	**8,392**	**6,000**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34	Employer satisfaction with contract training	100.0%	97.6%	100%	**95%**	**95.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark FY 2015
35	STEM programs	4,966	**5,140**	5,192	**5,495**	**4,800**
	a. Credit enrollment					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	605	741	661	**724**	**620**

PRINCE GEORGE'S COMMUNITY COLLEGE

MISSION

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

INSTITUTIONAL ASSESSMENT

The 2015 fiscal year is the second full year for Prince George's Community College's (PGCC) new Strategic Plan for FY2014 – FY2017, called Envision Success. This strategic plan continues to demonstrate the College's commitment to implementing and assessing the effectiveness of policies, programs, and processes at the College. The primary focus of Envision Success is to implement innovative solutions specifically designed to improve retention, reduce the time it takes students to complete developmental course work, reduce the time to degree for students, and ultimately increase the number of individuals obtaining PGCC credentials. The College anticipates that the work performed in the previous strategic plan, as well as the work identified for the FY2014 – FY2017 strategic plan, will continue to improve the major indicators in the Performance Accountability Report (PAR) by helping students not only envision success but achieve it as well.

Overview

The 2015 PAR represents another cycle in which PGCC continues to demonstrate a number of significant improvements. One of particular note, is that Workforce Development and Continuing Education is meeting or exceeding all but one of its PAR measures (i.e., 9c, 13b, 16a & b, 17a & b, 30a & b, 31b, 32, 33a & b, and 34). The only one which is not above the FY2015 benchmark is 31a, and this item is less than 1% below the benchmark. Other demonstrations of success at PGCC are the increased number of students obtaining credentials (25b and c) which exceeds the FY2015 benchmark.

This PAR report also demonstrates the challenges faced by PGCC particularly for degree-seeking students. The College is very focused on metric PAR 4, which is about completion of developmental requirements. Approximately one-fourth of students complete their developmental requirements within four years at PGCC. This rate has remained constant for the last several years. Other measures which are related to developmental progression and also have not shown a trend of improvement is the successful persister rate after four years (PAR 5 a-d) and the graduation-transfer rate after four years (PAR 6a-d). Another challenge is the student's licensure/certification exam pass rates for Nursing.

PGCC is well aware of these challenges and continues to monitor them with multiple metrics, all of which are available to PGCC employees. Additionally, the Envision Success strategic plan is an aggressive plan with many objectives that focus directly on improving students' timely completion of developmental course work and degree program success.

Issues Raised by MHEC Review of 2014 PAR Submission
Fall-to-fall retention for Pell grant recipients (Indicator 26a).
Commission Assessment: The College had some fluctuations in fall-to-fall retention between the fall 2009 cohort and the fall 2012 cohort with substantial estimated increases for the benchmarked fall 2014 cohort. In the 2014 PAR the College admits it is "not on target to meet these benchmarks." Please explain what may have contributed to the decreases and any steps the College has taken or intends to take to increase retention, specifically of low-income students.

The College's fall-to-fall retention has been largely stable across the last five years with one exception. There was a drop in the retention rate for the fall 2012 cohort. This was due to a large number of students who were eligible for Pell Grants in 2011, but, due to changes in the requirements to receive Pell Grants, were no longer eligible for this aid in 2012. Thus, the eight percent drop observed for the 2011 cohort is not due to anything systematic at the College. It is, however, true that the fall-to-fall retention rate is very flat and not on a trajectory to achieve the benchmark for either Pell or non-Pell students.

In order to try to improve the likelihood of achieving the benchmark, the College added significant strategic funds for the three courses in the developmental math sequence to provide a tutor for every section. Five of the 21 academic departments piloted a new scheduling model, designed to improve students' ability to develop a schedule to fit their needs. This new scheduling model will be implemented by all departments in spring 2016. The Accelerated Learning Program (ALP) is being scaled to full capacity, thereby allowing students to complete the final developmental English course and the first credit English course in one semester. With the recent availability of the Business Objects software, the College has increased access to critical enrollment and progression data for all academic chairs and deans. As a result, departments and divisions are focusing a major portion of their FY2016 strategic plans on retention efforts.

Enrollment efforts have also focused on retention and completion. There have been a number of consistent attempts to reach out to students, who attended in the previous semester but haven't yet enrolled, via email and personal phone calls. Student Services staff make personal phone calls and send follow up emails to students who were registered in the previous semester but not the upcoming semester to discuss barriers and to help complete the re-enrollment steps if appropriate. Faculty and staff make personal phone calls to students in their advising groups to encourage and assist in enrollment. During registration periods, phone calls and emails are sent to students before dropping them for non-payment to encourage payment and to secure their seat in registered courses. Additionally, reminders and updates about registration are sent to students through social media and the Owl Alert (e2campus) system.

Percent minorities of full-time faculty (Indicator 19).
Commission Assessment: The College has held steady between Fall 2011 and Fall 2013 with the percent of minorities serving as full-time faculty with substantial increases projected for Fall 2015. Please explain the steps the College has taken or will take to increase its percent of minority faculty and reach the benchmark.

The College continues to embrace the existing diversity of its faculty and the stretch to achieve even higher levels of diversity noted by the benchmarks. In an attempt to reach this benchmark, the PGCC Human Resources office regularly advertises on several websites specifically targeted to serve minority faculty applicants (e.g., Hispanic Outlook in Higher Education, Diversity Jobs). Additionally, Human Resources sends emails to Higher Ed Jobs Affirmative Action and attend local area job fairs, including Congresswoman Donna Edward's Job Fair which is advertised in several minority outlets.

Student Characteristics

The PGCC student population reflects the demographics of its primary service area, Prince George's County. Three-fourths of the credit students attending in fall 2014 identified themselves as "Black/African American only" and 9.8 percent identified themselves as "Hispanic/Latino." While the percentage of Black/African American students has been relatively steady over the last five years, the percentage of Hispanic/Latino students continues to grow annually, increasing every year since 2009. The College also continues to attract a number of individuals who identify themselves as "first-generation college" (PAR C). Over the last four years, the percentage of first-generation students has continually increased from 38.1 in 2008 to 40.7 in 2014. Beyond these demographic characteristics, approximately 70 percent of the student population at PGCC are enrolled part-time (PAR A), require one or more courses in developmental education (PAR B) and about half of the student population works more than 20 hours per week (PAR F).

ACCOUNTABILITY INDICATORS

State Plan Goal 1: Quality and Effectiveness: "Maintain and strengthen a preeminent statewide array of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, the State, and the nation."

Prince George's Community College is well recognized for its excellence and leading the way in higher education. First and foremost this last year, the College was recognized for graduating the first cohort of students from the Academy of Health Sciences (AHS) @ PGCC. In May 2015 AHS graduated its first class of 91 students, with 83 earning both a HS diploma, an Associate Degree, and the following: 100% high school graduation rate, 100% accepted to four-year institutions, and more than nine million dollars in merit-based, four-year college scholarships awarded.

PGCC is also leading the way in technology applications in the classroom with the recently unveiled SimMan 3G Trauma Manikin, a state-of-the-art medical training tool that will enhance PGCC's Allied Health and Nursing programs. PGCC is the only institution to have the 3G Trauma Manikin, as it is primarily utilized by the Armed Forces.

Other examples of improved effectiveness to meet the needs of PGCC's students include the opening of the new Veteran's Center, due, in part, to a grant from the United Way of the National Capital Area. PGCC is also meeting the needs of County residents through the more than 5,000 students served annually by the College's Seasoned Adults Growing Educationally (SAGE) which is the largest a senior-focused program in the state of Maryland. Finally, this

fiscal year PGCC joined the Voluntary Framework of Accountability. This is yet another opportunity for the College to compare performance with other institutions using an established set of metrics. The excellence of the institution and commitment to its students is best demonstrated by the high rates of satisfaction PGCC's students have with their educational achievement (97% for graduates, PAR 1; and 73% for non-returners PAR 2). Additionally, two thirds of PGCC students continue to persist after four years working of toward their degrees (PAR 5d).

There are also challenges within this group of indicators. These include developmental completions after four years (PAR 4), the successful-persister rate after four years (PAR 5), the graduation and transfer rate after four years (PAR 6), as well as the pass rates for some licensure areas (PAR 7). A large portion of the Envision Success strategic plan at PGCC is focused on improving developmental completion. This work began with the redesign of developmental mathematics under the previous strategic plan. It has now continued in the current strategic plan with the redesign of English and reading coursework. Recent results from the implementation of the English and reading redesigns show positive outcomes in student success as well as an increase in the completion rates of developmental courses. Moving forward the College will focus on increasing the number of students who take the redesigned English and reading courses. The redesign of developmental mathematics has not shown a similar positive impact on student success; as a result, the faculty are currently restructuring the original math redesign to attempt to increase its impact.

With respect to licensure/certification exam pass rates, an action plan to address the Nursing Programs' NCLEX-RN pass rate was originally submitted to the Maryland Board of Nursing in July 2014 and updated in April, 2015. Part of this action plan is to implement the use of metrics beyond GPA to determine entrance into the programs. After necessary changes to the admission process were approved by the Board of Trustees, beginning spring 2016, the Test of Essential Academic Skills (TEAS) will also be used for entrance into the Nursing program. Additionally, using data from the College's learning outcomes process the faculty have made changes to the curriculum, assessment methods, instructional methodologies, and procedures within the program aimed at improving student success.

With regards to the HIM licensure/certification exam pass rate, in 2014, 13 students completed the HIM program, but only five actually sat for the Registered Health Information Technologist exam; the RHIT credential is desired, but not required to practice in the profession. The five students who did take the exam waited for more than six months (citing financial reasons), even though data clearly show that delays in taking the exam are linked to failures. In order to promote the importance of professional credentials and to more actively encourage students to take the exam prior to or at the time of graduation, the HIM faculty incorporated a new course into the curriculum, HIM 2590, RHIT Exam Prep. As part of the course requirements, students will go through a comprehensive review of materials covered on the exam and will register for the RHIT exam.

State Plan Goal 2: "Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders."

The College continues to demonstrate its commitment to affordability and access for Prince George's County residents. As already mentioned Workforce Development and Continuing Education (WDCE) has achieved its benchmarks for this goal, with unduplicated headcount (PAR 9c), annual enrollment in online courses (PAR 13b), enrollment in community service and lifelong learning (PAR 16) and enrollment in basic skills and literacy courses (PAR 17).

Other successes in accessibility include a dramatic increase in high school student enrollment which now far exceeds the FY2015 benchmark. This is, in part, due to changes in state law, but it is also directly related to the addition of two Middle College programs. The Academy of Health Sciences (AHS) @ PGCC, now in its fourth year of implementation, has a total enrollment of nearly 400 students. In May 2015 AHS graduated its first class of 91 students, with 83 earning both a HS diploma and an Associate Degree simultaneously. Further, four additional students are scheduled to complete their associates work by the end of summer 2015. Based on the model of the AHS program, PGCC began a partnership with Chesapeake Math and Information Technology (CMIT) Academy Public Charter School. These middle/early Colleges represent a new level of commitment to access and affordability and offer high school students the opportunity to simultaneously meet the requirements for a high school diploma and an associate's degree from PGCC. In both of these initiatives, fifty percent of the class is composed of underserved students who are first-generation college (i.e., neither parent has attended college) and/or students of low socio-economic status, as determined by eligibility for free and reduced meals. For this area PGCC is meeting or exceeding expectations for 5 of the 9 metrics.

State Plan Goal 3: "Ensure equal educational opportunity for Maryland's diverse citizenry." Prince George's Community College continues to demonstrate a strong commitment to diversity. The student population at the College continues to be more diverse than the county, with the percentage of non-white enrollments at PGCC being 95% compared to 84% non-white individuals over the age of 18 in the county (PAR 18).

Additionally, the College has made great strides in the last two years to further increase cultural acceptance as part of our Envision Success strategic plan. In 2013, an Ad-Hoc Committee on Cultural Diversity developed a four-year institutional cultural diversity plan that coincides with the College's strategic plan and provides a framework for achieving diversity goals with specific strategies to create a climate that embraces diversity beyond culture. The plan has mission-driven goals for improving diversity with specific areas of emphasis that include diversity training and education, infusing diversity into the curriculum, recruitment and retention of underrepresented groups in the workforce and the student population, and programmatic efforts focused on creating an inclusive environment. Enhancing knowledge and understanding of students from diverse faith and non-faith backgrounds is also a focus of the plan. As a result of work in this area, the College received the 2014-2015 Better Together Day Award from the Interfaith Youth Core.

Although the College is working to achieve the established benchmarks for faculty and staff diversity, it is important to note that PGCC has the second most diverse faculty and administrators in the state (2013 PAR). The next closest institution is nearly 10 percentage points below the College on diversity of faculty, and over 20% below in administrator and professional

staff diversity. Thus, while the College has not achieved the benchmark the College still stands as an exemplar in the state of building a diverse workforce to serve a diverse population.

However, there are some noted challenges related to this Goal when examining the success of PGCC's diverse students. Both the graduation-transfer rate (PAR 22) and the successful persister rate (PAR 21) for minority groups did not achieve the established cohort benchmark. Although these metrics have fluctuated over the last four years, a clear trend in either direction has not been achieved. As such, it appears that the performance on these indicators is largely flat, with a fairly broad year-to-year variability. While these success measures can be explored as disaggregated by race/ethnicity, the large number of students who are minority, as well as the large number who require developmental education has led the College to take more of a holistic approach and to focus on improving all of PGCC students' retention and completion.

State Goal 4: "Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders."

Prince George's Community College graduates continue to perform well at their transfer institutions, with 80 percent of them maintaining a 2.0 GPA or above for the first year after transfer. Additionally, 93.5 percent of graduates report that they are satisfied with their preparation for the transfer institution coursework (PAR 24). Also, within this Goal is the achievement of our established benchmark for fall-to-fall retention of our non-Pell-recipients (PAR 26b). The other group in this item, "Pell grant recipients" are unfortunately not on track to achieving the established benchmark.

The College continues to offer programming directed at this specific population. The SSS TRiO program provides the traditional services to support student success, and program staff also conduct ongoing formative and summative evaluations of program activities and services. From these assessments, TRiO staff increased their recruiting and services to students located at two of the College's extension centers, University Town Center and Laurel College Center. In addition to the College's orientation for new students, SSS TRiO staff now holds its own orientation for students new to TRiO. Beyond TRiO, the College's focus on retaining all students at the institution is expected to play a role in increasing the retention of Pell recipients as well. This includes adjusted schedules to better fit students' needs, the Accelerated Learning Program (ALP), directly contacting students through multiple means when they don't return in a following semester, and multiple other efforts mentioned earlier in this document.
A final challenge in this goal is the enrollment and completion in our education transfer programs (PAR 27). The institution is taking a renewed look at the currently offered AAT programs. This includes reaching out to work more closely with the Prince George's County Public Schools in order to ensure we are providing programs which align well with the their needs. Another aspect of this renewal is to expand programs aimed at assisting paraprofessionals within the district obtaining a credential.

State Goal 5: "Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce."

Within this Goal, PGCC continues to excel for most of the indicators. Most of the indicators here are focused on Workforce Development and Continuing Education, all of which have achieved their benchmarks. Enrollment in contract training (PAR 33) and employer satisfaction with contract training (PAR 24) are both above the FY2015 Benchmark. Additionally, the STEM program awards has exceeded the FY2015 benchmark.

For this area PGCC is meeting or exceeding expectations for 5.5 of the 8 metrics. The College continues to investigate the observed shortfalls in graduate satisfaction as well as employment status in related field work to identify root barriers to success and make the necessary changes to remove these barriers.

COMMUNITY OUTREACH AND IMPACT

PGCC is heavily engaged with its surrounding communities and the county at large. The College believes in the importance of preparing students for life outside of the classroom, and, thus, offers students a holistic experience which will allow them to make a positive impact on society. Student participation with several initiatives in the Prince George's Community allows them to be contributing members to the community who give back to others.

In the 2014 - 2015 academic year, the students at PGCC completed 561 community service hours through projects that included the Veteran's Fun Run, Bone Marrow Drive, SHARE Food Network, and the "Night without a Home Project." During the Veteran's Fun Run, students assisted the PGCC Veteran's Center by registering participants, issuing water, and providing support for runners. This allowed students the opportunity to interact with the community as well as their fellow PGCC OWLS who were former service members. The Bone Marrow Drive was an event sponsored by the Nursing Club at Prince George's Community College. Numerous clubs volunteered their time to sign up faculty, staff, and students to participate in this event. Students were able to educate participants and increase awareness about the benefits of contributing to this cause. The SHARE Food Network is a College-wide service project which involves a commitment to volunteering at the SHARE Food Network Warehouse twice each month. SHARE (Self Help and Resource Exchange) is sponsored by the Catholic Charities Archdiocese of Washington, D.C. and is a non-profit, community-based organization and community-building network dedicated to moving healthy groceries, at roughly 50% discount, into homes. Thousands of families count on SHARE each month for affordable, nutritious groceries that are sold through SHARE's volunteer-run locations throughout the Washington metropolitan area. SHARE is supported by faculty, staff and students. Finally, the "Night without a Home Project" focused on raising awareness about the fight to end homelessness and hunger. This project provided an opportunity for both students and employees to gain a firsthand experience of what life is like for those who are less fortunate. During the event, participants camped out on the grounds of PGCC in cardboard boxes, sleeping bags, and tents. Prior to and throughout the event, donations were received to benefit the plight of the homeless.

Another program aimed at directly improving the life of members of our county is the Youth@Work/SYEP Job Training Program. This program is free for county residents ages 15-19. The program is offered in partnership with the Prince George's County Government, and the Prince George's County Public Schools, who provide employment opportunities and classroom

space respectively. Although the program is open to all county residents, priority for job placement is given to persons from communities inside the beltway, whose households are mostly female-headed and low income. Classes are offered on Saturdays during the academic school year. Participants take a course designed to provide youthful job seekers with the skills needed to retain employment. Since its inception in 2014, the program has provided job training courses to more than 2,100 youth.

A major struggle for students and many individuals in Prince George's County is related to financial literacy and asset building. As a result, PGCC has developed two programs specifically focused on helping students and county residents complete their taxes appropriately (Volunteer Income Tax Assistance; VITA) and/or on developing stronger financial literacy (Community Financial Center). The VITA program is designed to assist elderly and low/moderate income residents prepare and submit their tax materials. During the 2015 tax season 55 volunteers, including approximately 40 PGCC students, were trained and certified as VITA preparers and provided free tax preparation to over 800 elderly and low/moderate income residents of Prince George's County. As a result, the VITA volunteers prepared more than 1,600 federal and state tax returns, which resulted in more than $1,087,000 in federal and state tax refunds. Residents saved more than $132,000 in tax preparation fees and received free electronic filing of state and federal tax returns.

In addition to VITA, the College is reaching out to residents through the Community Financial Center of Prince George's Community College. The goal of this Center is to support and encourage financial literacy and asset building for students at Prince George's Community College and residents of Prince George's County. The Center supports economic improvement through financial literacy workshops, financial networking, financial coaching, year-round free tax services, and the exchange of financial resource information. During the 2014-2015 year, more than 30 students were trained as budget coaches, over 400 students and community members participated in online or financial workshops, and 35 students were trained as financial workshop presenters and facilitated financial workshops for 1,100 youth enrolled in the Prince George's County Summer Jobs program. Additionally, the Center is leading the way in the CASH Campaign. The CASH campaign is a coalition of over 40 organization which support the expansion of financial capability of residents in Prince George's County. The coalition seeks to expand free tax preparation, financial education, and bank and savings opportunities within the county.

Another program aimed at improving the financial literacy of the counties citizens is Junior Achievement. In 2015, PGCC established a formal partnership with Junior Achievement of Greater Washington (JAGW). Junior Achievement® is the world's largest organization dedicated to educating students in grades K-12 about entrepreneurship, work readiness and financial literacy through experiential, hands-on programs. The PGCC and JAGW partnership supports JAGW's financial literacy capstone program, Finance Park Prince George's County. Finance Park is a financial literacy center on the grounds of G. James Gholson Middle School in Landover, MD. Every 8th grade student in the Prince George's County Public Schools System will participate in this hands on, digital simulation that teaches youth financial planning and stewardship, work readiness, and entrepreneurship through the way of building a personal budget. PGCC will be JAGW's Education partner at Finance Park Prince George's County,

bringing awareness to 8th grade youth about the importance of preparing for life beyond high school and the processes involved in making decisions about post-secondary education.

PRINCE GEORGE'S COMMUNITY COLLEGE
2015 ACCOUNTABILITY REPORT

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	68.5%	70.6%	70.3%	72.0%
B.	Students with developmental education needs	77.1%	77.3%	75.4%	73.5%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	38.1%	39.0%	39.8%	40.7%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,920	4,848	5,413	5,424

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	31.6%	34.7%	34.1%	35.5%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	45.6%	47.6%	47.7%	48.7%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	65.5	49.7	56.8%	47.7%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	6.3%	7.4%	8.6%	9.8%
	b. Black/African American only	76.4%	74.7%	73.7%	72.4%
	c. American Indian or Alaskan native only	0.4%	0.3%	0.4%	0.4%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.2%	0.2%	0.2%
	e. Asian only	3.1%	3.1%	3.3%	3.2%
	f. White only	5.4%	5.3%	5.1%	5.4%
	g. Multiple races	1.7%	2.2%	2.3%	2.6%
	h. Foreign/Non-resident alien	2.4%	2.4%	2.2%	2.4%
	i. Unknown/Unreported	4.3%	4.5%	4.3%	3.5%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$23,655	$30,690	$34,448	$18,418
	b. Median income three years after graduation	$51,397	$57,448	$52,169	$42,847

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	93%	94%	97%	97%	**95%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	61%	n/a survey not conducted	77%	73%	**77%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	50.0%	49.3%	51.6%	52.6%	**60%**
	b. College-ready students	60.1%	51.5%	63.0%	46.8%	**65%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	26.0%	27%	24.0%	24.0%	**40%**

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5 Successful-persister rate after four years					
a. College-ready students	75.4%	67.5%	71.7%	73.9%	**85%**
b. Developmental completers	89.9%	86.2%	89.6%	87.2%	**92%**
c. Developmental non-completers	46.0%	45.8%	49.6%	44.7%	**Not required**
d. All students in cohort	65.0%	62.8%	64.6%	62.2%	**70%**

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6 Graduation-transfer rate after four years					
a. College-ready students	60.4%	46.8%	59.2%	54.2%	**66%**
b. Developmental completers	54.9%	52.7%	54.5%	49.6%	**60%**
c. Developmental non-completers	24.0%	29.3%	27.4%	26.1%	**Not required**
d. All students in cohort	39.0%	39.7%	39.6%	37.3%	**50%**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7 Licensure/certification examination pass rates					
a. Health Information Management	0%	100%	50%	20%	**90%**
Number of Candidates	1	5	6	5	
b. Nuclear Medicine	83%	83%	88%	83%	**90%**
Number of Candidates	6	6	7	6	
c. Nursing	77%	73%	71%	60%	**90%**
Number of Candidates	144	162	213	167	
d. Radiography	91%	92%	95%	96%	**90%**
Number of Candidates	22	25	22	28	
e. Respiratory Therapy	100%	100%	100%	100%	**90%**
Number of Candidates	9	11	9	10	
f. Emergency Medical Technician	70%	70%	70%	82%	**90%**
Number of Candidates	74	76	108	119	

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8 Percent of expenditures					
a. Instruction	38.0%	32.7%	31.7%	34.2%	**45.0%**
b. Academic Support	14.0%	18.6%	19.8%	18.5%	**11.0%**
c. Student Services	9.0%	9.0%	8.6%	9.1%	**10.0%**
d. Other	39.0%	39.7%	39.9%	38.2%	**34.0%**

Goal 2: Access and Affordability

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9 Annual unduplicated headcount					
a. Total	42,111	42,151	42,153	42,448	**43,000**
b. Credit students	21,136	20,830	19,750	19,307	**21,000**
c. Continuing education students	22,787	23,255	23,933	25,437	**23,000**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10 Market share of first-time, full-time freshmen	28.3%	27.4%	30.7%	26.2%	**40.0%**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11 Market share of part-time undergraduates	56.0%	56.7%	58.6%	58.8%	**65.0%**

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12 Market share of recent, college-bound high school graduates	39.2%	42.7%	36.9%	33.2%	**50.0%**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13 Annual enrollment in online courses					
a. Credit	14,040	14,496	14,139	14,209	**14,500**
b. Continuing Education	992	1,372	1,303	1,444	**1,200**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	191	366	345	681	550

		FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	53.7%	52.0%	53.1%	52.4%	**<50%**

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	9,044	12,362	11,934	12,086	**9,400**
	b. Annual course enrollments	38,521	50,286	48,260	44,212	**40,100**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	4,276	4,027	5,334	6,046	**4,640**
	b. Annual course enrollments	5,809	5,660	7,327	8,901	**6,300**

Goal 3: Diversity

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	94.0%	94.4%	94.9%	94.6%	**81.0%**
	b. Percent nonwhite service area population, 18 or older	83.0%	83.5%	84.1%	84.5%	**Not required**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19	Percent minorities of full-time faculty	38.9%	38.0%	38.4%	38.0%	**45%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff	66.1%	65.9%	66.7%	63.0%	**67%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	63.2%	60.0%	62.9%	61.0%	**68%**
	b. Asian, Pacific Islander	78.8%	69.6%	76.1%	85.2%	**85%**
	c. Hispanic	57.4%	69.8%	68.4%	64.2%	**63%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	37.3%	37.5%	39.0%	37.5%	**50%**
	b. Asian, Pacific Islander	51.5%	46.4%	50.7%	49.2%	**65%**
	c. Hispanic	35.3%	41.7%	29.4%	32.1%	**45%**

Note: Not reported for groups with < 50 students in the cohort for analysis.

Goal 4: Student-Centered Learning

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
23	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	74.1%	79.6%	73.4%	*na*	**80.0%**
	b. Mean GPA after first year	2.46	2.49	2.44	na	**2.65**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	88.0%	84.0%	95.0%	93.5%	**95%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
25	Associate degrees and credit certificates awarded					
	a. Career degrees	339	370	443	399	**470**
	b. Transfer degrees	460	534	520	549	**515**
	c. Certificates	229	202	221	302	**250**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	55.3%	47.7%	56.1%	55.7%	**60%**
	b. Non-recipients	53.8%	55.4%	52.2%	61.2%	**60%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27	Education transfer programs					
	a. Credit enrollment	364	341	349	368	**440**
	b. Credit awards	14	11	10	8	**25**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	100.0%	83.0%	95.0%	83.0%	**95%**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	75.0%	80.0%	95.0%	86.0%	**95%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	12,064	8,701	8,729	11,679	**9,400**
	b. Annual course enrollments	23,066	16,633	16,656	23,638	**18,000**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	7,464	3,436	4,502	4,634	**4,750**
	b. Annual course enrollments	12,387	6,667	8,382	9,814	**8,800**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	29	32	24	40	**35**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,275	2,861	2,220	3,571	**1,400**
	b. Annual course enrollments	3,496	8,197	6,399	8,659	**3,800**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34	Employer satisfaction with contract training	100%	100%	100.0%	100.0%	**100.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35	STEM programs					
	a. Credit enrollment	5,949	5,534	5,711	5,151	6,300
	b. Credit awards	319	332	445	478	450

WOR-WIC COMMUNITY COLLEGE

MISSION

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

INSTITUTIONAL ASSESSMENT

After four years of enrollment increases ranging from 5 to 10 percent, Wor-Wic FTEs declined in FY 2012 through FY 2014 (6, 7 and 8 percent, respectively). Much of the FY 2012 decline was due to the college relinquishing operation of Wicomico County's adult basic education (ABE) program (140 FTEs). The FY 2013 and FY 2014 declines are mostly attributed to yearly credit enrollment decreases of 10 percent. In FY 2015, with an increase in spring credit enrollment and the college resuming operation of Wicomico County's ABE program, the college experienced enrollment growth of 2 percent, resulting in 2,817 total FTEs. A review of demographic trends reveals that Wor-Wic's credit students remain mostly female (64 percent) and white (68 percent). More than half work 20 hours or more per week and more than a third are first-generation college students. The general studies and nursing programs consistently enroll the largest portion of students. Enrollment declines occurred in new students in the fall of 2012 (15 percent) and returning students in the fall of 2013 and 2014 (10 and 11 percent, respectively). Since the fall of 2011, a larger portion of credit enrollment has been made up of students attending part time and students 22 years old and younger (4 percent each). The increase in traditional-aged students might have been influenced by increasing costs and more selective acceptance requirements at four-year colleges and universities.

Wor-Wic relies heavily on student tuition and prudent budgeting to support the operation of the college. State funding per FTE increased beyond the FY 2008 funding level for the first time in FY 2014. County funding per FTE, however, has not increased to the same level again. In FY 2014, state funding per FTE ($2,766) increased 10 percent and county funding per FTE ($1,979) decreased 9 percent from FY 2008 funding levels. In each of the past four years, student tuition made up more than 40 percent of the college's revenues (42 percent in FY 2014). Remaining FY 2014 revenues came from the state (33 percent), counties (24 percent) and other sources (1 percent). Declining enrollment since FY 2012 has had a significant impact on the college's overall budget. Without additional financial support from the state and supporting counties, accessibility and growth could be limited as tuition rates are increased to compensate for decreased state and county revenue.

State Plan Goal 1: Quality and Effectiveness

The decrease in first-time students requiring developmental coursework (Student Characteristic B) from the fall of 2011 (84.3 percent) to the fall of 2013 (74.6 percent) was most likely a result of the transfer of the lowest level developmental English and reading courses from credit to continuing education in the spring of 2011. The increase to 78.9 percent in the fall of 2014,

mostly in the reading and writing areas, might be attributed to the change in the college's placement test from COMPASS to ACCUPLACER. An analysis of the data reveals that students who complete their developmental coursework are successful in subsequent college-level courses and generally have successful-persister rates about the same as college-ready students (Indicator 5). For the most recent cohort, Wor-Wic's developmental completer successful-persister rate (81.9 percent) was 1.4 percentage points below that of college-ready students (83.3 percent). However, developmental completers have had consistently lower graduation-transfer rates than college-ready students in the four-year time frame of the analysis. The gap between the developmental completer and college-ready graduation-transfer rates was 12.4 percentage points for the fall 2010 cohort (Indicator 6). This could be attributed to the fact that developmental students require extra coursework and therefore take longer to graduate. In addition, students who enroll in two or more developmental courses in a term are strongly encouraged not to take more than nine credit hours in that term.

The percentage of students who complete their developmental coursework within four years remained at 37.6 percent for the past two cohorts (Indicator 4). Students who do not complete their developmental coursework have successful-persister rates that are at least 40 percent lower than those of developmental completers (Indicator 5) and graduation-transfer rates that are at least 25 percent lower (Indicator 6). Since developmental non-completers account for almost 40 percent of the college's degree progress analysis cohort, the successful-persister and graduation-transfer rates for the "all students" group are heavily weighted by the non-completer rates.

The college requires students needing remediation to take at least one developmental course in any term in which they are enrolled in more than one course. Almost 71 percent of Wor-Wic's students attend part-time (Characteristic A) and can require as many as five developmental courses. As a result of Maryland's College and Career Readiness and College Completion Act of 2013, advisors have been made aware that associate degree-seeking students must progress through developmental course work and complete college-level English and math within their first 24 credit hours. A process has been created to identify current students nearing 24 credit hours who haven't completed college-level English and math courses. During the registration period for the fall and spring terms, advisors work with students to meet this requirement.

Wor-Wic's strategic goal to eliminate barriers that impede transfer, degree progression and completion supports the state plan goal to serve underprepared students transitioning to postsecondary education. In order to allow students to progress at a pace conducive to their learning needs, all developmental math courses are now being taught with a redesigned computer-based learning (CBL) curriculum. Students who require developmental writing can take college-level English and receive additional writing instruction in the same term through an accelerated learning program (ALP). In addition, students who do not require developmental reading can enroll concurrently in linked sections of developmental writing and college-level English. These offerings allow students to begin taking college-level English a term earlier than in the past. Students who require developmental reading and writing are encouraged to take a combined reading and writing course, which saves them one credit hour of tuition and allows them to move on to college-level English in the next term.

Over the past four years, more than 97 percent of the college's graduates reported satisfaction with their educational goal achievement (Indicator 1). The percentage of the radiologic technology graduates who passed their licensure examinations on their first try was 100 percent in each of the past four years (Indicator 7c). From FY 2011 to FY 2013, nursing first-try pass rates were above 80 percent for registered nursing graduates and 100 percent for practical nursing graduates (Indicator 7b). In FY 2014, the rates decreased to 75.0 percent for registered nursing graduates and 93.3 percent for practical nursing graduates. Revisions to curriculum and support services for registered nursing students have been implemented to increase student success. In the summer of 2015, Wor-Wic was awarded a Nurse Support Program II Grant by the Maryland Higher Education Commission (MHEC) to fund a Center of Academic and Career Success in Nursing. The center is designed to recruit qualified pre-nursing students, retain students through graduation, prepare RN graduates for the NCLEX examination, encourage students to pursue education beyond the associate degree, and provide support and resources for graduates to transition into the workforce.

The percentage of EMT-Basic students who took the licensure exam and passed on their first try was 89 percent or higher over the past four years (Indicator 7d). The percentage of EMT-Intermediate students who passed on their first try increased over the past three years to 86.7 percent in FY 2014 (Indicator 7e). The EMT-Paramedic rate increased over the past four years to 77.8 percent in FY 2014 and surpassed the college's benchmark of 75 percent (Indicator 7f).

State Plan Goal 2: Access, Affordability and Completion

Wor-Wic strives to provide service area residents with access to a quality education at a reasonable cost. The number of students served annually peaked at 12,183 students in FY 2011 and decreased to around 11,000 students in FY 2012 and FY 2013 and 10,300 students in FY 2014 (Indicator 9). Over the past four years, the number of credit students decreased each year to 4,508 students in FY 2014. To address this decline, the college has worked to improve communication between advisors and students and has applied for and been awarded various grants that focus on student access and retention. In 2015, the college was awarded a TRIO Student Support Services Program grant through the U.S. Department of Education that is renewable for a five-year period. The grant will provide 140 students with individualized support services during their time at Wor-Wic with a goal of increasing persistence, retention, academic standing and graduation/transfer. Participants will include at-risk students who are low income, first generation and/or students with disabilities. Support services will include a needs assessment, intrusive advising, coaching, personal counseling, tutoring and supplemental instruction in the college's first-year experience course.

The Child Care Career and Professional Development Fund grant, awarded by the Maryland State Department of Education in 2015, will provide scholarships for child care workers earning credentials through Wor-Wic's early childhood education career program, as well as transfer programs in early childhood education and elementary education/generic special education preK-12. A part-time position funded by the grant will recruit, advise and monitor the progress of students receiving assistance from the grant.

Over the past four years, about half of the college's service area residents enrolled as first-time,

full-time freshmen at any Maryland college or university attended Wor-Wic (Indicator 10). About 80 percent enrolled as part-time undergraduates attended Wor-Wic (Indicator 11). Market share of recent, college-bound high school graduates decreased slightly in AY 2011-2012 and AY 2012-2013, but increased again to 58.3 percent in AY 2013-2014 (Indicator 12).

As part of Pocomoke High School's Project 100 initiative to ensure that all of its graduating seniors enroll in college or career training after graduation, Wor-Wic administered placement tests and provided academic advising, financial aid and registration services at the high school during its "one-stop-shop" event in the spring of 2015. Of the 47 students who met with college administrators, 24 were able to complete the registration process for the fall term.

Wor-Wic's full-time service area tuition and fees in FY 2015 were 39.4 percent of the average tuition and fees of Maryland public four-year colleges and universities (Indicator 15). The college has not exceeded its 40 percent benchmark and remains one of the most affordable community colleges in the state. Maintaining affordable tuition is necessary due to the economic situation of Lower Eastern Shore residents. Compared to all Maryland residents, the college's service area has more low-income families, higher unemployment rates and lower per capita income. Sixty percent of Wor-Wic's students receive some kind of financial aid and almost half receive Pell grants (Student Characteristic E). Starting in the fall of 2015, students are able to enroll in interest-free tuition payment plans with the college. Students are required to pay a small down payment and then make monthly payments through the end of the term.

After operating Wicomico County's adult basic education program in FY 2011, the college couldn't afford to continue funding this endeavor. This change resulted in an enrollment decrease in continuing education basic skills and literacy courses (Indicator 17b) of more than 50 percent in FY 2012. The college resumed operation of this program again in FY 2015 as a result of Wicomico County providing $100,000 to supplement grant funding. Courses are being offered in various locations throughout the community.

The number of Wor-Wic's transfer degrees awarded increased from 173 degrees in FY 2011 to 275 degrees in FY 2013 (Indicator 25b). After being awarded an Associate Degree Awards for Pre-degree Transfer Students (ADAPTS) grant by MHEC, the college worked with Salisbury University to acquire transcripts for students who had transferred prior to earning a degree. Degree audits were conducted for these students and 71 reverse transfer degrees were awarded in FY 2013. The number of transfer degrees in FY 2014 was 224, including 18 reverse transfer degrees. Total awards at the college have increased 17 percent over the past four years (Indicator 25), surpassing the college's benchmark of 545.

Wor-Wic was also awarded a One Step Away Grant by MHEC to identify, re-engage, re-enroll and graduate stop-out and/or drop-out students who have completed at least 75 percent of their degree credits. More than 100 potential students were identified, audited to determine specific steps each student could take to degree completion and contacted in FY 2015. Of the six students who returned to Wor-Wic, three graduated in the spring of 2015 and two are expected to graduate in the fall of 2015. An additional list of potential students is being audited to identify candidates for completion.

State Plan Goal 3: Diversity

The college's minority student enrollment (31.7 percent) is reflective of the 29.8 percent service area minority population (Indicator 18). The full-time faculty percentage (Indicator 19) increased to 9.9 percent in the fall of 2014, but still falls short of the college's benchmark of 12 percent. Two minority faculty members did not return in FY 2015, but four more were hired, increasing minority representation. The percentage of full-time administrative and professional staff (Indicator 20) decreased from 15.8 percent in the fall of 2013 to 10.4 percent in the fall of 2014, due to two minority professional staff leaving the college and no minority replacements being hired. In order to meet its benchmarks for these employee categories, the college would need to hire two more minority faculty members and two more administrative and professional staff. Due to the low turnover of employees, the inability to add new positions due to budget constraints and a lack of local qualified minority applicants, the college is unlikely to reach and maintain its benchmarks for full-time minority faculty and administrative and professional staff.

More than one-third of the African-American students who started in the fall of 2010 earned an award or transferred within four years (Indicator 22). Almost half were still attending the college after four years (Indicator 21). The successful-persister rate decreased from 62.4 percent for the fall 2008 cohort to below 50 percent for the fall 2009 and 2010 cohorts, which represents a decrease of about 20 students. To assist with improving African-American retention, the "Inspiring African-American and Women in STEM Education" (I Am WISE) program was implemented with a Maryland College Access Challenge Grant in FY 2015. The program provides academic and career-oriented support services to low-income African-American students and female students with an interest in STEM fields.

Another grant-funded program, "Inspiring Science, Technology, Engineering and Mathematics Students (I STEMS)," began implementation in the summer of 2015. This program targets low-income students, specifically African-Americans, enrolled in STEM programs and those who have expressed an interest in STEM careers. Career exploration will be emphasized to help students develop career goals and understand the academic pathways required to achieve those goals. Academic planning, tutoring, mentoring, financial aid advising and job shadowing will be provided to promote persistence and goal completion. Assistance to low-income students will also be provided through the Maryland College Access Challenge Grant funds awarded by MHEC in the spring of 2015. Grant funds will enable the college to provide tutoring, career exploration activities, financial aid and study skills workshops, as well as other support services, to low-income students.

Almost 400 veterans attended Wor-Wic's credit and/or non-credit classes in FY 2014. The college's financial aid state scholarship and veterans coordinator assists current and prospective students who are veterans or active military personnel. He also serves as advisor of the veterans and military association, a student club that raises awareness of veteran issues and organizes events pertaining to veterans. For the fourth year in a row, Wor-Wic was named as one of the top Military Friendly Schools for 2015 by G.I. Jobs, a veteran-owned magazine designed for military personnel transitioning into civilian life. In July 2015, the college entered into a Wallops Higher Education Partnership in cooperation with Eastern Shore Community College, Old Dominion University Online and Wilmington University. The intent of the collaboration is to provide

access to higher education and training for veterans, active duty military and their families, and civilian personnel in order to build a strong regional workforce.

State Plan Goal 4: Innovation

Wor-Wic's strategic goal to increase student engagement in the learning process by incorporating more active and student-centered teaching methodologies supports the state plan innovation goal. Faculty are encouraged to implement teaching methods that foster student engagement. Professional development workshops are conducted on a regular basis and include topics such as flipped classrooms, TurningPoint technology, Jing, Prezi and features available in the college's learning management system.

Admission and transfer counselors from various Maryland and Delaware colleges and universities participate in the college's spring and fall transfer fairs to answer student questions about transfer and GPA requirements, admission procedures, financial aid and course transferability. Students interested in transferring are encouraged to attend these fairs early in their academic careers. Transfer information is also available to students on the transfer resources page of the college's website.

Results of the most recent graduate follow-up survey indicate that almost 80 percent of transfer program graduates are satisfied with their transfer preparation (Indicator 24). Wor-Wic students who transferred to Maryland four-year institutions in AY 2012-13 had an average GPA of 2.75 (Indicator 23b). More than 80 percent of students who transferred had a first-year GPA of 2.00 or higher (Indicator 23a).

Faculty regularly incorporate components of the college's online learning management system into traditional face-to-face courses. The college also offers online, hybrid and interactive television courses. Over the past four years, credit enrollment in online and hybrid (50 percent or more online) courses peaked at 3,217 in FY 2012 and decreased to 2,997 in FY 2013 and 2,588 in FY 2014 (Indicator 13). The college strives to meet its benchmark of 3,500, but this will be difficult in light of recent overall credit enrollment decreases (23 percent from FY 2012 to FY 2015).

In addition to transferring credits from other institutions and earning credits through the Advanced Placement (AP) and the College-Level Examination Program (CLEP), several alternative methods of awarding credit are in place at Wor-Wic. Military credits recognized by the American Council on Education are awarded as transfer credit. Emergency medical services and nursing credit can be awarded through licensure articulation. Qualifying students can also take institutional proficiency examinations to earn course credits. Additionally, high school students in Worcester, Wicomico and Somerset counties are eligible to receive college credit for certain courses they have completed in high school through articulation agreements with the local boards of education.

A new student planning module implemented in the fall of 2014 allows students to create a formal degree plan with approval from their academic advisor. Students are provided pre-loaded degree plans for use in identifying specific courses to meet their degree requirements. Students

can work with their advisors to create the plan or they can create a plan on their own and submit it to their advisor for approval. The module also tracks indicators for degree completion. The schedule planning feature of the module integrates with the college's computer system and allows students to register for courses in their degree plan.

State Plan Goal 5: Economic Growth and Vitality

In support of the state plan's goal for a highly skilled workforce, the college's occupational therapy assistant program, created to meet the need for certified and licensed occupational therapy assistants on the Eastern Shore, has been granted pre-accreditation status by the Accreditation Council for Occupational Therapy Education. The first class of students will be eligible for graduation in the spring of 2016. A new physical therapist assistant program has been granted candidate for accreditation status by the Commission on Accreditation in Physical Therapy Education. The first class of 16 physical therapist assistant students starts in the fall of 2015.

Almost 90 percent of the college's career program graduates who responded to the graduate follow-up survey indicated they were satisfied with their job preparation (Indicator 29). The percent employed full time in a field related or somewhat related to their program of study increased from 86.5 percent for 2008 graduates to 90.9 percent for 2011 graduates, which meets the college's benchmark of 90 percent (Indicator 28).

Wor-Wic is a partner on a grant from the U.S. Department of Labor that supports the Cyber-technology Pathways Across Maryland (CPAM) consortium. Grant funds are being used to upgrade a computer studies laboratory into a security and networking lab and redesign curriculum delivery. A college and career navigator has been hired to work with local agencies, such as the One-Stop Job Market, to recruit un- and under-employed adults, veterans and other low-skilled adults into Wor-Wic's computer programs, advise and coach the students, and reach out to local employers to develop internship and employment opportunities.

In addition to efforts aimed at student success, Wor-Wic has strengthened its workforce partnerships over the past year by working with local employers to address workforce and skills shortages in multiple industries through grant funding. The college is the lead or a partner on three Maryland Department of Labor, Licensing and Regulation Employment Advancement Right Now (EARN) grants that will support workforce development in the hospitality, health care and unmanned aerial systems industries. Wor-Wic is also a partner on a Maryland Energy Administration grant to provide welding and metal fabrication training in support of current and future workforce needs, including offshore wind.

Enrollments in STEM programs decreased by 17 percent from the fall of 2011 to the fall of 2014 (Indicator 35a). This is most likely a result of the college's overall enrollment decrease during this time frame, which will make it difficult for the college to meet its fall 2015 benchmark of 1,400. Degrees and certificates awarded in STEM programs remained around 200 in FY 2014, above the college's benchmark of 190 awards (Indicator 35b).

The college's continuing education and workforce development division has continued exploring

training for businesses that had not contracted with the college in recent years. Starting in FY 2013, contracts have been created for training provided through the college's criminal justice academy. This change explains the FY 2012 to FY 2013 increase in the number of contract training businesses and organizations served and enrollments (Indicators 32 and 33). From FY 2013 to FY 2014, the number of businesses and organizations increased to 137, an increase of 13 percent. In each of the past four years, more than 96 percent of the businesses and organizations that contracted training were satisfied with the training that they received (Indicator 34).

State Plan Goal 6: Data Use and Distribution

Wor-Wic supports Maryland's commitment to high-quality data use and distribution as a means of informing policy and decision making. In support of the college's strategic priority to expand the use of technology to improve work processes and increase institutional effectiveness, implementation of a new integrated software solution began in FY 2012 to improve student and employee access to information. The initial module, as well as follow-up modules, have been successfully implemented. The college's core functions formerly operated on five different systems, and the benefits of sharing the same system collegewide are beginning to be seen. Employees are creating documentation, sharing information and working together to solve issues in order to maintain the integrity of the college's data.

Wor-Wic works diligently to submit accurate data for state and federal data collections, such as Complete College America, IPEDS and MHEC's expanded Maryland Annual Collection (MAC2). The college values the use and analysis of data in its assessment processes at the course, academic program, service department and institutional levels. Assessment results are used to make decisions and are regularly shared with internal and external audiences.

Response to Questions Raised by the Commission's Review of the College's 2014 Report

Successful-persister rate after four years, African-American students (Indicator 21a)
Graduation-transfer rate after four years, African-American students (Indicator 22a)

Commission Assessment: *The college had seen steady increases in both its successful-persister rate and graduation-transfer rate for African-American students between the Fall 2006 and Fall 2008 cohorts, with substantial increases projected for the Fall 2008 cohort, yet these benchmarks were not met for 2009. Please explain what may have contributed to the decrease and any steps the college has taken or intends to take to restore rates.*

Over the past four years, the graduation-transfer rate for African-American students had little variability (31 to 34 percent). However, the successful-persister rates for the fall 2009 and 2010 cohorts (63.7 and 62.4 percent, respectively) are around 15 percentage points lower than the rates for the fall 2007 and 2008 cohorts (47.1 and 48.1 percent, respectively). The successful-persister rate includes students who graduate and/or transfer, as well as those who have not earned an award or transferred, but are still persisting. During the four-year analysis period for the fall 2010 cohort, the college experienced an overall enrollment decrease of 21 percent. The downturn in enrollments seemed to affect all categories of students, including African-Americans.

The college has implemented developmental course redesign, improvements to advising, increased access to information and grant-funded programs geared toward improving student retention. The "Inspiring African-American and Women in STEM Education" and "Inspiring Science, Technology, Engineering and Mathematics Students" programs that began in FY 2015 both provide academic support services and career exploration specifically to African-American students in an effort to increase their retention.

COMMUNITY OUTREACH AND IMPACT

Collaboration with Local High Schools

Wor-Wic is proud of its collaboration with secondary schools in its service area. High school students in Worcester, Wicomico and Somerset counties are eligible to receive college credit for certain courses they have completed in high school as a result of articulation agreements between the college and the local boards of education. Beyond the tuition requirements mandated by Maryland's College and Career Readiness and College Completion Act of 2013, students attending public high schools and several private high schools in the service area can attend Wor-Wic with a 25 percent tuition discount if they meet their school's dual enrollment eligibility requirements. General education courses are taught in the Worcester County public high schools and in one of the private high schools. Starting in the fall of 2014, classes are also taught in Somerset County high schools. Wor-Wic also collaborated with Pocomoke High School on its Project 100 initiative in the spring of 2015 by testing and registering graduating seniors on site.

Transfer Opportunities to Four-Year Institutions

Providing a seamless transition for students who start at Wor-Wic and want to transfer to a four-year institution, the college offers transfer programs in business, computer science, education, environmental science, general studies and science. In addition, articulation agreements for specific programs have been developed with various universities. Chemical dependency counseling graduates can transfer to the social work program at Salisbury University, and forensic science graduates can transfer to the University of Baltimore's forensic science program, with junior status. Wor-Wic and the University of Maryland University College (UMUC) have a partnership agreement that provides Wor-Wic students with dual admission into several UMUC bachelor's degree programs and access to financial advantages through the UMUC Maryland Community College Transfer Scholarship program. The college also has an agreement with the University of Maryland at Baltimore (UMB) to allow associate of science degree graduates the opportunity to be admitted into the UMB dental hygiene program. Additionally, the college's nursing program has a statewide articulation agreement that allows graduates to transfer up to 70 credits to institutions in the University of Maryland system.

Program Partnerships with Other Colleges

Wor-Wic partners with other Maryland community colleges to increase access to programs that address a shortage of skilled workers in the local area. A partnership with Chesapeake College offers a certificate of proficiency in surgical technology to students living on the Lower Eastern Shore. Students receive their awards from Chesapeake College, while completing all course and clinical requirements in Wor-Wic's service area. To support the need for individuals with computer and medical coding skills in local and regional hospitals, clinics, nursing homes,

doctor's offices and insurance companies, Wor-Wic partners with Carroll Community College to offer a health information technology certificate. Several courses in the program are offered at Wor-Wic through interactive television from Carroll, where a similar certificate program is in place. Continuing education training is also provided through partnerships with other colleges. Wor-Wic provides clinical skills and rotations for a nursing refresher course and the online theory portion is provided by the College of Southern Maryland.

Bridges Program with Salisbury University
Wor-Wic collaborates with Salisbury University in a joint admission program for new students. A select group of 30 freshmen who are offered spring acceptance to the university are offered fall admission to the Bridges program. These students live in a residence hall at SU and enroll in Wor-Wic classes offered on the university campus. The classes are taught by Wor-Wic faculty and include general education courses that transfer to SU. Wor-Wic employees provide admission, advising, disability and financial aid services. Bridges students are integrated into the SU experience through summer and welcome week activities, and they receive academic coaching through the SU Center for Student Achievement. Students who successfully complete the program transfer to SU the following spring semester.

New Physical Therapist Assistant Program
A new physical therapist assistant (PTA) program is being offered in the fall of 2015. The demand for PTAs on the Lower Shore of Maryland is supported by the increasing number of people who are choosing the shore as a retirement destination and the desire of people to remain active and healthy. The program has been granted candidate for accreditation status by the Commission on Accreditation in Physical Therapy Education. Once accreditation is obtained, graduates will be able to take the National Physical Therapy Examination, which is a requirement for state licensure.

Business Courses Offered at Correctional Facility
In addition to offering adult basic education courses at the Eastern Correctional Institution, the college offered a credit business course in the spring of 2015, and 10 students passed the class and earned college credits. Another business course is being offered in the fall of 2015 and 12 students have enrolled. Students pay their own tuition and fees. The courses offered are part of the college's small business management certificate option. The new training was prompted by a request from the Department of Public Safety & Correctional Services for community colleges to consider offering credit courses in Maryland's correctional facilities.

New Driver Education Training
The college began offering a driver education course in the fall of 2014. Although the course is open to any area resident 16 years old or over, the idea originated as an effort to help area economically-disadvantaged residents obtain a driver's license and improve their ability to obtain jobs. Wor-Wic is the only driver education provider in the area to offer financial aid. Students who quality for aid pay at least $50. Those who don't quality for aid pay the market rate charged by other local providers.

Adult Basic Education Program

Wor-Wic was awarded a grant from the Maryland Department of Labor, Licensing and Regulation to provide adult education courses to approximately 750 Wicomico County residents starting in the fall of 2014. The classes, offered at various locations throughout the county, help residents obtain a high school diploma or learn English if they are speakers of other languages. Students are also introduced to the postsecondary educational opportunities available at Wor-Wic through campus visits and information sessions. The college has also become an official GED testing center.

Career Services for the Community
In FY 2015, Wor-Wic presented career information to local community groups, such as Big Brothers Big Sisters, and worked with dislocated workers from underrepresented populations through the Maryland One-Stop Job Market. Job search and resume development workshops and an annual job fair, which was open to the public and attended by almost 50 employers, were hosted by the college. Of the almost 400 job seekers who attended the fair, more than half were community members. The rest were students and alumni.

Welding Training Offered
Through a Maryland Energy Administration grant to Arcon Welding, Wor-Wic developed a program to meet the current needs of welding and metal fabrication industry employers, as well as the future need for offshore wind workers. Those who complete the program will earn certifications in welding that will enhance their employment skills. Costs to create a welding training center, as well as student tuition and fees, are funded by the grant. The first students will begin training in the fall of 2015.

Student Volunteerism
In the fall of 2014, Wor-Wic hosted its second annual volunteer fair. Non-profit organizations showcased their missions while providing volunteer opportunities for students and employees. Forty-seven students registered for the college's volunteer database and have volunteered with organizations such as Big Brothers Big Sisters, Maintaining Active Citizens, Salisbury Jaycees and the Maryland Coastal Bays Program. Student clubs also organize fundraising activities to benefit local organizations, such as the HALO Center for Hope, the Children's Miracle Network and the Life Crisis Center.

Gifted and Talented Program
In the summer of 2015, the college's summer scholars gifted and talented program enrolled 365 public, private and home-schooled students in almost 800 course enrollments, exceeding past enrollment records. Students entering third through ninth grades attended a variety of enrichment courses that focused on art, chemistry, computer repair, cooking, geocaching, Google Earth, nursing, the science of special effects, stop motion video, veterinary science, virtual travel and weather, among others.

ACCOUNTABILITY INDICATORS

The data and benchmarks for the eight characteristics and 35 indicators are included with this report.

Student Characteristics *(not Benchmarked)*

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
A.	Percent of credit students enrolled part time	67.0%	68.2%	68.1%	70.7%
B.	Students with developmental education needs	84.3%	78.2%	74.6%	79.9%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
C.	Percent of credit students who are first-generation college students (neither parent attended college)	36.2%	42.7%	34.7%	34.8%

		FY 2011	FY 2012	FY 2013	FY 2014
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	234	71	43	59

		FY 2011	FY 2012	FY 2013	FY 2014
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	45.7%	48.3%	48.3%	48.7%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	57.5%	60.4%	59.3%	60.8%

		Spring 2008	Spring 2010	Spring 2012	Spring 2014
F.	Credit students employed more than 20 hours per week	63.2%	55.5%	54.5%	55.3%

		Fall 2011	Fall 2012	Fall 2013	Fall 2014
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	2.4%	3.2%	3.5%	3.7%
	b. Black/African American only	23.8%	23.2%	21.9%	21.3%
	c. American Indian or Alaskan native only	0.3%	0.9%	0.4%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	1.8%	1.9%	1.4%	1.8%
	f. White only	69.0%	67.8%	67.6%	66.4%
	g. Multiple races	1.8%	1.6%	3.2%	3.8%
	h. Foreign/Non-resident alien	0.2%	0.3%	0.4%	0.4%
	i. Unknown/Unreported	0.6%	1.0%	1.5%	2.3%

		FY 2011	FY 2012	FY 2013	FY 2014
H.	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$20,182	$19,191	$17,835	$17,552
	b. Median income three years after graduation	$39,120	$40,328	$40,991	$39,800

Goal 1: Quality and Effectiveness

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1	Graduate satisfaction with educational goal achievement	98.0%	99.1%	97.8%	97.7%	**98.0%**

		Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Spring 2013 Cohort	Benchmark Spring 2015 Cohort
2	Non-returning student satisfaction with educational goal achievement	66.5%	63.6%	52.9%	60.3%	**69.0%**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	47.8%	46.8%	48.0%	42.0%	**55.0%**
	b. College-ready students	51.4%	51.9%	44.7%	55.7%	**52.0%**

Note: Students in the fall fusion/bridges programs with Salisbury University have been excluded.

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	35.3%	38.6%	37.6%	37.6%	**45.0%**

WOR-WIC COMMUNITY COLLEGE
2015 ACCOUNTABILITY REPORT

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	85.9%	88.3%	89.1%	83.3%	**88.0%**
	b. Developmental completers	91.6%	90.4%	86.2%	81.9%	**90.0%**
	c. Developmental non-completers	48.0%	43.7%	33.3%	34.9%	**Not Applicable**
	d. All students in cohort	72.5%	71.2%	64.6%	63.5%	**75.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	64.1%	75.3%	72.7%	69.7%	**75.0%**
	b. Developmental completers	51.6%	54.8%	57.9%	57.3%	**68.0%**
	c. Developmental non-completers	26.5%	23.4%	23.7%	23.4%	**Not Applicable**
	d. All students in cohort	42.7%	44.8%	45.1%	45.3%	**55.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7	Licensure/certification examination pass rates					
	a. LPN	100.0%	100.0%	100.0%	93.3%	**100.0%**
	Number of Candidates	48	47	58	45	**50**
	b. RN	80.4%	84.1%	82.6%	75.0%	**90.0%**
	Number of Candidates	56	63	69	76	**60**
	c. Radiologic Technology	100.0%	100.0%	100.0%	100.0%	**100.0%**
	Number of Candidates	13	8	10	12	**15**
	d. EMT-Basic	96.8%	91.3%	91.3%	89.6%	**95.0%**
	Number of Candidates	31	23	23	29	**30**
	e. EMT-Intermediate	86.7%	72.2%	80.0%	86.7%	**75.0%**
	Number of Candidates	15	18	10	15	**13**
	f. EMT-Paramedic	55.6%	62.5%	64.3%	77.8%	**75.0%**
	Number of Candidates	9	16	14	9	**12**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8	Percent of expenditures					
	a. Instruction	40.1%	40.9%	39.4%	40.5%	**41.0%**
	b. Academic Support	15.4%	16.3%	16.6%	17.0%	**16.0%**
	c. Student Services	6.7%	7.2%	7.5%	7.3%	**7.0%**
	d. Other	37.8%	35.6%	36.5%	35.2%	**36.0%**

Goal 2: Access and Affordability

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9	Annual unduplicated headcount					
	a. Total	12,183	10,957	11,147	10,300	**12,200**
	b. Credit students	5,539	5,397	4,951	4,508	**5,800**
	c. Continuing education students	7,008	5,928	6,539	6,120	**7,000**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10	Market share of first-time, full-time freshmen	50.3%	46.0%	47.7%	46.8%	**55.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11	Market share of part-time undergraduates	82.5%	73.3%	79.3%	79.9%	**85.0%**

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12	Market share of recent, college-bound high school graduates	58.4%	54.9%	52.3%	58.3%	**66.0%**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
13	Annual enrollment in online courses					
	a. Credit	3,144	3,217	2,997	2,588	**3,500**
	b. Continuing Education	326	351	271	284	**400**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
14	High school student enrollment	169	143	190	211	**225**

257

		FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2016
15	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	37.7%	37.5%	39.1%	39.4%	**40.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
16	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	688	490	786	713	**350**
	b. Annual course enrollments	1,128	766	1,245	1,096	**650**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
17	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	916	491	377	455	**300**
	b. Annual course enrollments	2,127	1,060	937	814	**750**

Goal 3: Diversity

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	30.5%	31.3%	31.1%	31.7%	**29.0%**
	b. Percent nonwhite service area population, 18 or older	29.3%	29.0%	29.6%	29.8%	**Not Applicable**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
19	Percent minorities of full-time faculty	8.8%	5.9%	7.1%	9.9%	**12.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff	9.4%	12.1%	15.8%	10.4%	**12.0%**

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	63.7%	62.4%	47.1%	48.1%	**65.0%**
	b. Asian, Pacific Islander	*	*	*	*	
	c. Hispanic	*	*	*	*	
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

		Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	33.0%	33.3%	30.9%	34.1%	**45.0%**
	b. Asian, Pacific Islander	*	*	*	*	
	c. Hispanic	*	*	*	*	
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

Goal 4: Student-Centered Learning

		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
23	Performance at transfer institutions					
	a. Percent with cumulative GPA after first year of 2.0 or above	84.6%	79.6%	83.1%	NA	**87.0%**
	b. Mean GPA after first year	2.82	2.70	2.75	NA	**2.85**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24	Graduate satisfaction with preparation for transfer	100.0%	84.0%	91.2%	78.1%	**92.0%**
	Note: Response categories changed starting in 2008.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
25	Associate degrees and credit certificates awarded					
	a. Career degrees	198	198	195	199	**185**
	b. Transfer degrees	173	184	275	224	**195**
	c. Certificates	130	149	178	163	**165**

		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2014 Cohort
26	Fall-to-fall retention					
	a. Pell grant recipients	49.8%	45.0%	44.9%	40.1%	**55.0%**
	b. Non-recipients	45.6%	51.8%	51.4%	51.5%	**55.0%**
	Note: Students in the fall fusion/bridges programs with Salisbury University have been excluded.					

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
27	Education transfer programs					
	a. Credit enrollment	258	203	156	143	**285**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	27	28	28	17	**40**

Goal 5: Economic Growth and Vitality

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28	Percent of full-time employed career program graduates working in a related field	97.8%	93.4%	86.5%	90.9%	**90.0%**

		Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29	Graduate satisfaction with job preparation	97.8%	91.4%	93.8%	88.6%	**95.0%**
	Note: Response categories changed starting in 2008.					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	5,635	5,091	5,599	5,175	**6,500**
	b. Annual course enrollments	8,552	7,776	8,348	8,172	**9,000**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	2,734	2,530	2,066	2,272	**3,200**
	b. Annual course enrollments	3,551	3,514	3,346	3,849	**4,200**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
32	Number of business organizations provided training and services under contract	31	33	121	137	**50**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,518	1,585	3,191	2,663	**2,000**
	b. Annual course enrollments	2,013	1,711	4,758	4,487	**2,200**

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
34	Employer satisfaction with contract training	100.0%	100.0%	96.8%	100.0%	**98.0%**

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
35	STEM programs	1,339	1,277	1,174	1,117	**1,400**
	a. Credit enrollment					

		FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
	b. Credit awards	202	179	209	198	**190**
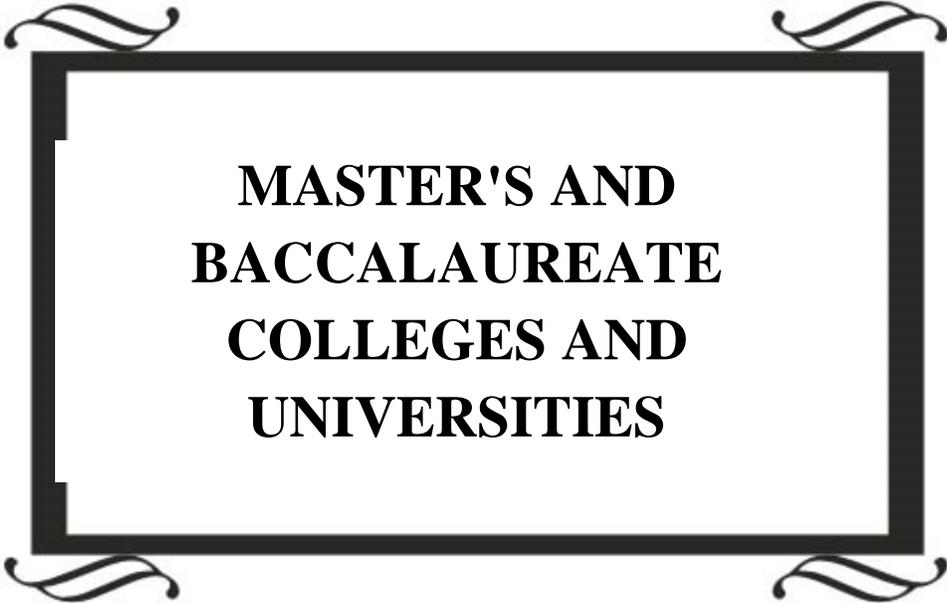
MASTER'S AND BACCALAUREATE COLLEGES AND UNIVERSITIES

BOWIE STATE UNIVERSITY

MISSION

Bowie State University empowers a diverse population of students from Maryland, the nation, and the world to reach their full potential through its high-quality, liberal-arts-based bachelor's, master's, and doctoral programs. The University provides a nurturing environment distinguished by a culture of success that supports students in completing their course of study. As Maryland's first historically black university, Bowie State inspires and prepares ethical and socially responsible leaders who can think critically, discover knowledge, commit to lifelong learning, value diversity, and function effectively in a highly technical and dynamic global community.

INSTITUTIONAL ASSESSMENT

Bowie State University has a rich and vibrant history as the State's oldest historically black institution. During 2015, the University is celebrating its sesquicentennial anniversary by focusing on the significant impact Bowie State has had in the State of Maryland and its evolution from a normal school to a comprehensive liberal arts university. Many of the founding values continue to resonate through the University's 2013-2018 Strategic Plan. The Plan continues the University's commitment to providing high-quality academic programs; promoting access, affordability and success; conducting and sustaining academic transformation initiatives; and promoting efficient and effective use of organizational resources in an institutional climate that recognizes excellence, civility, integrity, diversity and accountability as its core values.

Goal 1: Deliver high quality academic programs and relevant co-curricular experiences.

Bowie State University is committed to continuous improvement of its academic programs and providing a high quality liberal arts educational experience for students through the creation of a learning environment that combines up-to-date, evolving curricula and co-curricular learning opportunities. During FY 2015, the University added two new components to its first signature program, Education Innovation Initiative (EI^2). EI^2 is a PreK-20 science, technology, engineering, arts and mathematics (STEAM) academic enrichment program that is grounded in advocacy for early-career pathway exposure amongst under-represented students in Prince George's County. The Summer Undergraduate Research Initiative (SURI) was initiated with 25 students and 10 faculty collaborating on original research or creative work. This six-week program included bi-weekly research forums and a culminating research/creative work symposium where students and faculty presented their collaborative work.

Four faculty participated in the EI^2 Curriculum Development and Implementation Grant program. The goal of the grant program is to infuse EI^2 goals into the computer science and business curriculum. Curricular enhancements included the creation of a special topics course to cultivate a Maker culture on campus; infusing cyber-security early in the major, adding 3D face animation modules and infusing inventive problem solving methodology in the curriculum. STEM program enrollments are growing. In fall 2014, overall STEM enrollment grew to 680, a 14 percent increase (**MFR Objective 1.5**). Biology added 43 majors while computer science and computer technology had over 20 new majors each.

Specialized accreditation activities during FY 2015 included the undergraduate and graduate Nursing programs and various graduate counseling programs. The undergraduate Nursing program underwent an accreditation review with the National League for Nursing Accrediting Commission (NLNAC) which resulted in continuing accreditation with warning notice. In response, the department has established a work plan to bring the program into compliance in the areas of communication; curriculum; faculty; learning environment; licensure pass rates (**MFR Objective 1.7**); resources; student learning outcomes; and systematic evaluation. The work plan included an evaluation of human and fiscal resources needed to support enrollment and student success. The graduate Nursing program completed a follow-up report and was granted continuing accreditation status. The graduate Nursing program's next evaluation is in 2020. The Counseling Department submitted its self-study for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is preparing an addendum to its self-study per CACREP's initial review (**MFR Objective 1.2**). The CACREP site visit is anticipated in spring 2016.

The Teaching, Learning and Professional Development (TLPD) department continues to reach out to area community colleges and local public schools to recruit students into the early childhood and elementary education programs (**MFR Objective 1.6**). The professional development school partnership between Bowie State University and two Maryland school districts, Anne Arundel County Public Schools and Prince George's County Public Schools, received an Exemplary Professional Development School Achievement Award from the National Association for Professional Development Schools at the Professional Development School (PDS) National Conference in Atlanta, GA. The BSU PDS Network partnership is guided by their signature programs of action research, inquiry groups, site-based methods courses, mentoring workshops, and PDS reading clinics.

The programmatic efforts listed above are consistent with Maryland Ready, the state's 2013 Plan for Postsecondary Education (**MSP Goal 5**) and demonstrate the collaborative nature of workforce development.

The University continues the use of indicators related to faculty quality and workload. All new faculty are expected to have terminal degrees in their field (**MFR Objective 1.1**) and are expected to balance teaching, scholarship and service while maintaining a 7-8 course unit load (**MFR Objective 1.4**). Graduate satisfaction levels with academic preparation for employment and lifelong learning are indirect measures of quality. The proportion of graduates satisfied with their educational preparation for employment was 87 percent in 2014, down from the previous level of 95 percent.   The proportion of graduates satisfied with their preparation for graduate/ professional school was 100 percent for the survey of 2013 graduates. Since the 2005 survey, over 95 percent of Bowie graduates have expressed satisfaction with master's degree preparation (**MFR Objective 1.3**).

Goal 2: Develop and implement programs and services that promote access, affordability, and completion for a diverse student body.

Bowie State University initiatives supporting student success directly link to Goal 2 of Maryland Ready. Below are descriptions of selected student success activities and related outcomes. Many are highlighted in other reports as well.

Pre-College Experiences

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. Students are given the opportunity to earn up to 7 credits in English and mathematics. Eighty four students participated in the summer 2014 program. In addition to taking classes, Bulldog Academy participants became familiar with student support services available to them, including tutoring centers, and career and counseling services. Of these 84 students, 30 percent placed into developmental English (N=25) and 83 percent placed into developmental math (N=70). Of those in developmental courses, 92 percent passed developmental English (N=23) and 81 percent passed developmental math (N=57). Of those placing into credit level classes, 76 percent passed English (45 of 59) and 93 percent passed credit math (13 of 14). Eighty two of the 84 students enrolled for the fall 2014 semester. At the end of AY 2014-2015, 76 percent (62 out of 82) of these students had a cumulative GPA of 2.0 or higher. Since FY 2014, a larger percentage of each freshmen cohort has taken advantage of the Bulldog Academy (FY 2014 – 19% and FY 2015 – 14%). Participation rates in Bulldog Academy have helped the University increase second year retention and progression rates.

A new Memorandum of Understanding (MOU) between BSU and Prince Georges County Public Schools (PGCPS) was signed in FY 2015 creating a collaborative dual enrollment program. The credits earned in the college may also count as credit on the high school transcript. PGCPS has agreed to pay the tuition of all students who are accepted into the program. For those students who are participants in the Free and Reduced Meals program, PGCPS will also pay fees and purchase the textbooks for the students. The MOU becomes effective for the fall 2015 semester. It is expected that 20 students (all from Bowie High School) will be participating. During the next recruitment cycle, students will be recruited from schools throughout the county.

Academic Support

The Bowie State University Academic Advising Center (AAC) provides advising services to first and second year students with the exceptions of the following majors: Nursing, Social Work, Computer Science and English. These departments provide all academic advising services to their majors. The AAC is committed to assisting students in identifying and completing their educational goals. AAC offers three targeted programs to support retention and academic recovery. The Bulldog Early Success Program is designed to support students conditionally admitted. A required group meeting for approximately 100 students was held in September 2014 to review academic policies and discuss academic support services. Students were assigned an academic advisor/mentor who met one-on-one at least twice a semester. The Emerging Learners Program supports new first-time freshmen who have below a 2.0 GPA after the first semester. Twenty three students participated this past academic year with 40 percent in good standing at the end of the spring semester. The Academic Recovery program is for students with less than

60 credits who are on academic probation. Thirty five students signed contracts. Results are pending fall enrollments.

During FY 2015, the Retention Coordinators (one in each of Bowie's four colleges) and the Transition and Retention Specialist (Student Affairs) continued their collaborative efforts to promote student success both academically and socially. The Virtual Office of Student Success (OSS) offers support services designed to increase persistence to graduation for undergraduate students. The OSS team doubled the number of student appointments during the 2014-2015 academic year (from over 900 to over 1,800 in AY 2014-15). Students met with OSS team members for academic advising/planning, academic warning and probation, academic support, career development, change of major, counseling, employment, financial aid, general assistance, housing, personal development, re-admittance, scholarships, and transfer evaluations. The team members also assisted 67 students with successful appeals to regain federal student aid for the 2014-2015 academic year.

Bowie State University's English/Writing and Mathematics laboratories are directly supported by Access and Success funds. These labs focused primarily on students taking developmental mathematics, English and reading courses but also assist others in college-level classes. Other tutoring services available to students include the Tutoring and Supplemental Instruction Center which offers both individual and group tutoring sessions in the following content areas: biology, chemistry, computer science and technology, English, French, mathematics, physics, physical sciences and Spanish. This Center is supported by federal Title III funds.

In FY 2015, Mathematics Lab staff focused on reaching out to students in MATH 099 (developmental), MATH 125 (College Algebra) and MATH 141 (Pre-Calculus). Individual and/or group tutoring sessions were provided at least twice a week for each of these courses. This effort increased the number of support sessions to 3,900 (AY 2014-2015) from 2,200 (AY 2013-2014). The Writing Center had 13,433 student visits in FY 2015, a 10% increase over FY 2014. The majority of the students tutored were underclassmen (43% freshman and 20% sophomores). The work of the Center increased this year by supporting 65 non-native English speakers and 18 graduate students. Students most frequently sought help for courses offered by the College of Arts and Sciences with English 102 as the most frequently supported course. In total, the Center supported 85 different courses across all departments exclusive of Mathematics.

Building on the accomplishments of the previous year, the Tutoring and Supplemental Instruction Program (TuSIP) concentrated its efforts on the provision of academic support to STEM students through group study sessions while remaining committed to supporting all BSU students. Experienced tutors were hired in order to preserve the quality of the tutoring services. Over 900 students received assistance, primarily in STEM courses.

Online tutoring through SMARTHINKING was also available on a 24/7 basis. For FY 2015, a total of 659 students participated in 1,700 sessions conducted through SMARTHINKING, which was equivalent to 1,138 hours of student practice. While most of the assignments were for English 100 and English 101, faculty in history and government, computer science, nursing, psychology, sociology and criminal justice also encouraged students to utilize SMARTHINKING before submitting written assignments. In addition to writing assistance,

students also used SMARTHINKING for mastering micro- and macroeconomics principles as well as biology.

Institutional funding for need-based and academic scholarships increased 36 percent between FY 2012 and FY 2014. Increasing institutional aid is a deliberate effort to off-set annual tuition and fee increases, which have averaged 3 percent per year over the past 3 years, and to lessen the impact of these increases on family budgetary stability (**MFR Objective 2.3**). In 2004, 57 percent of Bowie undergraduates received some form of financial aid. In 2014, that figure stands at 80 percent. Trends in institutional aid are below.

Trends in Institutional Financial Aid

	Fiscal Year					
	2009	2010	2011	2012	2013	2014
Institutional Need-based Aid	1,849,309	1,776,563	1,866,953	1,928,794	2,081,501	3,079,128
Other Institutional Scholarships	1,480,668	2,349,502	2,153,239	2,095,034	2,389,284	2,409,954

Source: FAIS

The overarching expectations for Goal 2 of BSU's Strategic Plan are increases in retention and graduation rates. The accumulated impact of all efforts to improve student success is demonstrated in the increases in these measures. Second-year retention rates (**MFR Objective 2.1**) for the 2013 and 2014 cohorts have stabilized at 74 percent. BSU has set a goal of maintaining at least a 75 percent second-year retention rate through 2019. This is a reasonable expectation given BSU's mission.

The six-year graduation rate (**MFR Objective 2.2**) is rebounding to levels seen in earlier years. The 2008 MHEC cohort rate was 38 percent, up from 35 percent (2007 cohort). The 2009 cohort six-year graduation rate to be reported to IPEDS in spring 2016 jumped to 42 percent. The stabilization of institutional academic and financial support systems has contributed to the increased rate.

Goal 3: Conduct and sustain academic transformation initiatives to improve student success and promote greater faculty collaboration.

Bowie State is committed to a student-centered learning experience using innovative delivery methods that range from technology-enhanced traditional courses through fully online courses and programs. This commitment aligns with Maryland Ready Goal 4 – Innovation.

Over the last year Bowie State faculty have engaged in academic transformation activities and experimented with self-paced instruction to improve math placement testing results, reviewed online and hybrid courses against Quality Matters standards and formalized a study abroad program.

Courses in computer science, business, education, fine arts and sports management were redesigned based upon the NCAT framework during summer and fall 2014 and piloted in spring 2015. In summer 2015, the grant program was broadened to encourage faculty to enhance courses using various academic transformation strategies. Six courses participated. One of the summer 2015 grants incorporated the use of avatars in instruction, while another incorporated

customized Praxis modules for individual students into the class. Another faculty member incorporated Voice Thread (recorded lectures for all modules) and is piloting the use of Respondus Monitor, a remote test proctoring tool. The summer grant program is funded through a Title III activity.

The University's Testing Services Office piloted the use of MyFoundationsLab during summer 2014 to give incoming students who were unable to participate in Bulldog Academy an opportunity to enhance their math skills with the goal of retesting into credit level mathematics. Thirty-six students participated in the project but less than 10 completed all modules. Survey results indicated that even though there was email communication between students and the testing center, many students lacked the self-motivation to complete the work. The pilot was funded by a grant from the Gates Foundation.

The Academic Computing unit in conjunction with academic departments completed a Quality Matters (QM) review of existing courses in FY 2015. Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses The Quality Matters Rubric focuses on eight areas: 1) Course Overview and Introduction, 2) Learning Objectives (Competencies), 3) Assessment and Measurement, 4) Instructional Materials, 5) Course Activities and Learner Interaction, 6) Course Technology, 7) Learner Support, and 8) Accessibility and Usability. It contains 43 specific review standards, of which 21 are considered essential. The Quality Matters Rubric is supported by research and promotes best practice-based quality standards and procedures. Over 200 courses were reviewed, with 19 courses identified as being in need of significant work before being offered again. In FY 2015, 219 courses were offered online, with 5,700 enrollments (**MFR Objective 3.1**).

The University also finalized an MOU with the China Education Association for International Exchange (CEAIE) as part of a new partnership between the Chinese government and historically black colleges and universities (HBCUs). During fall 2015, eight Bowie State University students traveled to the northernmost province of China to study at Heilongjiang University, a national university with a large population of exchange students. They will study Mandarin Chinese and courses related to their majors, including biology, education, business and math.

Goal 4: Advance the overall effectiveness and efficient use of resources and identify new revenue sources to support the university's core mission

Bowie State is committed to expanding the breadth and depth of resource acquisition to generate revenue through grants, contracts, fundraising and auxiliary enterprises for continuous infrastructure, academic program and resource improvement, while redirecting resources as needed to remain solvent, competitive and relevant. This goal supports USM's Powering Maryland Forward, Theme 4 - Identifying New and More Effective Ways to Build and Leverage the Resources Available to the USM for the Benefit of Maryland and Its Citizens.

The Sesquicentennial Celebration events during the first half of 2015 had a positive impact on alumni giving (**MFR Objectives 4.1 - 4.2**). The "Sesquicentennial $150K Challenge" – a targeted alumni appeal – increased alumni giving dollars to $275,000 or an average of $222 per alumni donor. Total cash gifts in FY 2015 were $1,090,634. A number of large gifts were

announced during the Founders Day Awards Gala at the Gaylord National Harbor Resort. Southwest Airlines, Aerojet, the BSU National Alumni Association, and the Gray Trust made commitments of at least $100,000 each.

Bowie State has consistently received over $8 million in external grant funding (**MFR Objective 4.3**) In FY 2015, the University received a total of $8.7M in external grants and contracts. Sixty two proposals were submitted, 40 of which were funded.

MFR Objective 4.4 Increase classroom utilization rates measures the percentage of general use classrooms meeting the standard of 45 scheduled hours per week (between 8:00a.m. and 5:00 p.m.). Bowie State has been deliberate in its class scheduling to address increases in course sections due to enrollment growth. The classroom utilization rate was 65 percent in 2015.

MFR Objective 4.5 Increase the funds allocated to facilities renewal measures achievement against the Board of Regents goal of 2%. The percentage has fluctuated over the past 5 years from 1.3% to a high of 4.6%. In FY 2014, the rate was 3.0%.

MFR Objective 4.6 Increase the percentage of expenditures for instruction - This objective, which is included in the USM Dashboard indicators, demonstrates the University's commitment to support for teaching. The University maintained its commitment to instruction by apportioning over 40 percent of its funds for instruction in FY 2014.

RESPONSE TO THE COMMISSION

Objective 2.1 Increase the undergraduate second-year retention rate from 70% in 2009 to 76% in 2014.

Commission Assessment: In the past several Performance Accountability Reports, the University has described a number of initiatives aimed at improving second-year retention rates in an effort to meet or exceed the benchmark goals set by the institution. These efforts included an early alert system, the Knowledge Enhancement through Education Programs (KEEP) Program, and staff hiring. Please update the Commission on the initial results of these programs, and include any data collected by the University to evaluate the effectiveness of the programs. Finally, please identify possible measures – in addition to retention rates – that can be collected regarding the programs' effects on student retention.

Response

Bowie State University has multiple intervention strategies to support second year retention rates including those strategies mentioned above located within our Academic Advising Center (AAC). Since 2012, retention programs developed by AAC and College Retention Coordinators are based upon data generated by the Office of Planning, Analysis and Accountability (OPAA). At least three times a semester, OPAA provides AAC and College Retention Coordinators with targeted information. Current student demographic characteristics, academic program and previous academic achievement are shared at the beginning of the term. At midterm, a list of students failing at least one course is shared. End of term student academic achievement is shared once grades become final. These data are then used to track targeted efforts. The impact of retention-related programs are shared with MHEC in the Access and Success report and the Annual Progress Toward the 55% Completion Goal report. A summary of activities is provided below.

iCAN is the University's early alert system. iCAN uses both automatic and faculty added flags to alert students of attendance and grade challenges. The flags generate emails to the student and the Academic Advising Center (AAC) team. AAC then follows up with each student and generates feedback to both student and faculty member. iCAN also allows the AAC to store notes from advising appointments as well as send cell phone reminders to students about advising meetings. The AAC held approximately 5,000 student appointments in FY 2015. All first-time fall 2014 freshmen received individual four-year plans of study.

The AAC KEEP program was restructured into the Academic Recovery Program to better align programing with the College Retention Coordinators. Thirty five students signed contracts this spring. Results are pending summer session enrollments. The Bulldog Early Success Program is designed to support students conditionally admitted. A required group meeting for approximately 100 students was held in September 2014 to review academic policies and discuss academic support services. Students were assigned an academic advisor/mentor who met one-on-one at least twice a semester. OPAA will be compiling the data analysis this fall. The Emerging Learners Program supports new first-time freshmen who have below a 2.0 GPA after

the first semester. Twenty three students participated this past academic year with 40 percent in good standing at the end of the spring semester.

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. Students are given the opportunity to earn up to 7 credits in English and mathematics. Eighty four students participated in the summer 2014 program. In addition to taking classes, Bulldog Academy participants became familiar with student support services available to them, including tutoring centers, and career and counseling services. Of these 84 students, 30 percent placed into developmental English (N=25) and 83 percent placed into developmental math (N=70). Of those in developmental courses, 92 percent passed developmental English (N=23) and 81 percent passed developmental math (N=57). Of those placing into credit level classes, 76 percent passed English (45 of 59) and 93 percent passed credit math (13 of 14). Eighty two of the 84 students enrolled for the fall 2014 semester. At the end of AY 2014-2015, 76 percent (62 out of 82) of these students had a cumulative GPA of 2.0 or higher. Since FY 2014, a larger percentage of each freshmen cohort has taken advantage of the Bulldog Academy (FY 2014 – 19% and FY 2015 – 14%). Participation rates in Bulldog Academy have helped the University increase second year retention and progression rates.

These retention outreach efforts support the annual targets set by the Provost and Vice President for Academic Affairs. Targets include spring – fall early re-enrollment rates, second-year retention rates for new students (first-time and transfer), and fall-to-spring return rates. Freshmen GPA and credit hours attempted/earned and developmental education completion are also tracked. In FY 2016, the University will begin using the Predictive Analytics Report Framework (PAR) as part of its analysis and assessment strategy to increase student success. It is anticipated that the action reports and watch lists developed from Bowie's data will better target future strategies.

KEY GOALS AND OBJECTIVES

Goal 1. Provide high-quality academic programs and co-curricular experiences.

Objective 1.1 Maintain the percentage of new tenure-track faculty with terminal degrees through 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Quality Percent of new core faculty with terminal degrees	100%	100%	100%	100%

Objective 1.2 Increase the number of professionally-accredited programs from 5 in 2015 to 7 in 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Quality Number of professionally-accredited programs	5	5	5	5

Objective 1.3 Maintain the satisfaction level of bachelor's degree graduates with their academic preparation for employment and lifelong learning.

Performance Measures	2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome Percent of students satisfied with education for work	84%	95%	95%	87%
Outcome Percent of students satisfied with education received for graduate/professional school	95%	98%	97%	100%

Objective 1.4 Maintain the USM Board of Regents' comprehensive institution goal of 7 to 8 course units taught per FTE Core Faculty through 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Quality Course Units Taught by FTE Core Faculty	7.5	7.6	7.6	7.3

Objective 1.5 Increase the number of STEM (science, technology, engineering, and mathematics) program students from 680 in 2015 to 750 in 2019 and graduates from 96 in 2015 to 150 in 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input Number of undergraduates in STEM programs	610	589	597	680
Output Number of degrees awarded from undergraduate STEM programs	74	77	80	96

Objective 1.6 Increase the number of teacher education graduates from 42 in 2015 to 65 in 2019 and maintain teacher licensure pass rates.

Performance Measure	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input Number of undergraduates and master's in teaching (MAT) post-baccalaureate students enrolled in teacher education	309	266	261	267
Output Number of undergraduates and MAT post-baccalaureate students	38	36	42	42

| | completing teacher training | | | | |
| **Quality** | Pass rates for undergraduates on Praxis II[1] | 100% | 100% | 100% | 100% |

Objective 1.7 Increase the number of BSN (bachelor's of science in nursing) graduates from 86 in 2015 to 100 in 2019 and increase licensure pass rates to at least the statewide BSN average by 2019.

Performance Measure		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Input	Number of undergraduates enrolled in nursing[2]	492	563	647	614
Input	Number of qualified applicants admitted into nursing program	107	105	145	89
Input	Number of qualified applicants not admitted into nursing program	22	17	20	124
Output	Number of BSN graduates[3]	66	69	84	86
Quality	Percent of BSN graduates passing the nursing licensure exam	77%	56%	71%	53%

Goal 2. Develop and implement programs and services that promote access, affordability, and completion.

Objective 2.1 Maintain or exceed the 2012 undergraduate second-year retention rate (75%).

Performance Measures		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
		75%	71%	70%	74%
		2010	2011	2012	2013
Output	Second-year retention rate (MHEC)	cohort	cohort	Cohort	Cohort

Objective 2.2 Increase the undergraduate six-year graduation rate from the 38% in 2015 to 50% in 2019.

Performance Measures		**2012 Actual**	**2013 Actual**	**2013 Actual**	**2014 Actual**
		44%	35%	35%	38%
		2005	2006	2007	2008
Output	Six-year graduation rate (MHEC)	cohort	cohort	Cohort	Cohort

Objective 2.3 Maintain the proportion of in-state undergraduate tuition and mandatory fees as a percent of Prince George's County median income to less than 8.75%.

Performance Measures		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Outcome	BSU tuition and fees as a % of Prince George's County median income	8.79%	8.98%	9.50%	9.67%

Goal 3. Conduct and sustain academic transformation initiatives to improve student success and promote greater faculty collaboration.

Objective 2.3 Increase the number of online and hybrid courses annually from 99 in 2012 to 240 in 2019 and offer at least 2 predominantly or fully at online programs by 2019.

Performance Measures		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Input	Number of online programs	0	0	0	0
Input	Number of online and hybrid courses running in academic year (AY)	99	167	183	219

Goal 4. Advance the overall effective and efficient use of resources and identify new revenue sources.

Objective 4.1 Increase alumni giving from $120,000 in 2012 to $170,000 in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2014 Actual
Quality	Dollars of alumni giving	$120,175	$33,269	$156,656	$275,294
Quality	Number of alumni donors[5]	753	1,072	1,325	1,242

Objective 4.2 Increase the gift dollars received from $1.3 million in 2012 to $1.5 million in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Quality	Total gift dollars received	$1.30M	$3.7M	$1.28M	$1.09M

Objective 4.3 Increase the amount of grant funding from $9 million in 2012 to $11 million in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	Total external grant and contract revenue (millions)	$9.2M	$8.5M	$8.9M	$8.7M

Objective 4.4 Increase classroom utilization rate from 67% in 2012 to 70% in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	Classroom utilization rate	67%	65%	66%	65%

Objective 4.5 Increase the funds allocated to facilities renewal as a percent of replacement value on average from 1.3% per year in 2012 to 3.5% in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	Facilities renewal funding as a percentage of replacement value	1.3%	4.0%	4.6%	3.0%

Objective 5.3 Sustain or increase the percentage of expenditures for instruction from 40% in 2012.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	Percentage of E&G funds spent on instruction	40%	42%	41%	41%

Note:
[1] Praxis pass rates include undergraduate candidates only.
[2] Includes all undergraduate nursing majors. Does not indicate acceptance into the program.

COPPIN STATE UNIVERSITY

MISSION

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the University offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

As a constituent institution of the USM, Coppin will continue to adopt and support USM's strategic goals.

INSTITUTIONAL ASSESSMENT

Coppin State University (CSU), a member of the University System of Maryland (USM), is a leader in providing access to higher education to primarily first-generation college students, as well as maintaining affordability for student from low-income families. The following below is a description of significant trends and events that have affected the university and its progress towards stated goals.

Monitoring of the progress towards achieving the goals and objectives of the University are conducted at the student, faculty, staff and administrative levels through various means that include but are not limited to, the University Assessment Committee, survey instruments, input from governance and divisional representatives, and the Planning Council.

Progress continues with MFR goals even while the University faced major challenges and opportunities over the past few years. Among them, include changes in administrative leadership at various campus levels, which then influenced a change in the campus' strategic direction.

The current strategic goals include the following:

- Increasing college completion rates;
- Ensuring Coppin's graduates are prepared for entry into the workforce and matriculation at graduate and professional schools;
- Transforming the academic model and increasing community engagement;
- Improving stewardship over the University's resources; and
- Investing in appropriate personnel, programs and facilities.

During FY 2016, the new president will review and enhance existing goals for the institution and for the Performance Accountability Report.

Other changes such as the near fulfillment of the University's implementation plan have impacted the direction of the University as well. During the 2014 legislative session, Dr. Neufville announced that the plan was approximately 80% complete. To date, the Implementation Plan is approximately 85% complete as the institution welcomes a new campus president.

Enrollment Management Initiatives

The University was able to begin reviewing its activities, programs, and strategies for addressing major areas of the campus such as enrollment, retention, and graduation. Coppin State University experienced a decline in enrollment of the freshman cohort from FY 2014 to FY 2015. However, the second-year retention rate for all students improved from 61.2% to 69% in FY 15, while the six-year graduation rate increased from 16% to 18%.

The decline in enrollment reflects challenges faced by many CSU students, such as limited financial support and reduced funding by national and state financial aid resources. In response to the decline, the University continued implementation of its strategic enrollment management plan in the fall of 2014. The plan extends through 2020. Each of the four colleges on the campus has developed a set of strategic enrollment initiatives for the academic year. Elements of those initiatives are described later in this document. These initiatives will become part of an overall campus enrollment strategy and will be evaluated as part of the overall strategic enrollment management plan. Several programs and initiatives have been identified to help the university increase its enrollment and help Maryland sustain a well-educated, well-qualified workforce, thus supporting the States' goal of achieving its 55% educational attainment goal. Coppin's goals are to have a second year retention rate of 73% and six-year graduation rate of 44% by 2020.

The University also made several critical administrative enhancements this past fiscal year as well, including the appointment of a new president, Dr. Maria Thompson, by the USM Board of Regents, and the hiring of an interim Vice President for Administration and Finance.

Strategic Planning and Overall Campus Goals

The campus completed its strategic plan in December 2013. The final plan was accepted by the Chancellor in January 2014. During FY 2016, the University will revisit the campus strategic plan and the goals associated with the Performance Accountability Report.

While there have been increases in a number of the indicators listed within the performance accountability report, the University believes challenges remain in key areas and it will adjust resources accordingly for optimal performance. For example, the University awarded 22 STEM degrees in FY 2015, and 103 degrees within the health professions. Growth in these fields is critical if the University is going to continue to boost the number of its graduates from who live

and work in Maryland (in its most recent alumni survey (2011), the number of Coppin graduates who reported being employed in Maryland increased from 88% in the 2005 alumni survey to 95%). These are certainly priorities of the University and will be strengthened as a result of the latest planning processes on campus.

The planning process also revealed the need for the University to continue its emphasis on key areas that are aligned with the Maryland State Postsecondary Plan, as well as themes expressed in the USM's Strategic Plan, Powering Maryland Forward. Continued emphasis on the strategic areas in the State and USM plans signify a shift in CSU's financial and human resources towards the goals. They include the following:

1. Increasing college completion rates;
2. Ensuring Coppin's graduates are prepared for entry into the workforce and matriculation at graduate and professional schools;
3. Transforming the academic model and increasing community engagement;
4. Improving stewardship over the University's resources; and
5. Investing in appropriate personnel, programs and facilities.

Progress under these goals is expected to continue as the University places special emphasis on selected initiatives aligned with the goals. Those are identified as institutional priorities.

Progress Related to the Goals

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

Central to the University's goals is maintaining affordable tuition for the Maryland citizenry, especially, minorities and African Americans. Tuition for Coppin is $7,346 annually. Increased diversity also remains a goal of the University. The University currently has a population of 81% African American, 11% International, 2% Hispanic, 5% multiple race, and 1% who are Caucasian students. In FY 2015, 491 degrees were conferred. On average, over 500 degrees are awarded to a large of number of minorities within the State from Coppin. This is a significant accomplishment.

The University will expand its efforts towards diversity by continuing to build its partnerships with community colleges, but also will expand collaboration with USM institutions. Among the first is the University of Baltimore (UB). Coppin and UB currently offer the Masters of Human Services as a joint degree. Both institutions are reviewing additional opportunities to share resources with the goal of enhanced educational access in mind. Current plans are in progress to offer the degree at the University System of Maryland's Shady Grove regional higher education center. A proposal for the joint offering is expected to be sent to the State for approval during the spring 2016 semester.

Coppin also will continue to build its infrastructure for online courses, expanding access to students who would otherwise not have access to the campus or degree offerings in the business discipline. As a result, training for online courses has increased for faculty. Through the Sloan-C process, additional faculty members (+40) have been trained to offer more course offerings

online. Also, the University is exploring opportunities to offer additional degrees fully online. Currently, the B.S. in Management is the only full online degree offering.

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

Coppin State continues with its goals and initiatives towards contributing to the State's workforce, particularly in areas that are critically in need of professionals, in such areas as healthcare, criminal justice, education, and STEM, just to name a few.

Teacher Education:
The School of Education maintains its accreditation by the National Council for Accreditation of Teacher Education (NCATE) and offers a variety of undergraduate and graduate programs designed primarily to prepare students for careers in teaching. The School of Education continues the University's proud and historic teacher education tradition. The teacher education program's academic standards are rigorous—traditionally 100% of the undergraduate students who completed teacher training pass the Praxis II examination (Objective 2.1). This past year, 18 students took the exam and all 18 students passed, again achieving a 100% pass rate for the University. According to institutional policy, no student is advanced to candidacy for graduation until the Praxis is passed, in part, accounting for the 100% pass rate.

Science, Technology, Engineering and Mathematics Programs:
Enrollment within the number of undergraduates enrolled in STEM programs declined by one student from 207 in FY 14 to 206 in FY 15. However, the number of STEM baccalaureate degrees produced increased from 15 in FY 14 to 22 in FY 15. While the FY 15 decline in STEM enrollment may portend a future decrease in STEM production, the University expects that recent innovations in program delivery may help reverse the trend. For example, the University awarded approximately 70 STEM scholarships this past academic year in the amount of $200,000 in FY 2014 in an effort to sustain STEM enrollments and graduations. This type of continued financial assistance is needed to improve time-to-completion in STEM degrees.

STEM production is one of the University's top priorities, and activities and initiatives aimed at improved STEM programming have been increasing. The University officially opened its first STEM Center in October 2013. The purpose of the Center, which is now housed in the new Science and Technology building (STC), is to build upon research experiences established for students and faculty, and continue to increase the STEM pipeline of students. The STC facility, with its new technologies, contributes to the University's STEM initiatives. Also, the State is in the process of approving new certificate programs in Biochemistry, Computational Chemistry, and Applied Sciences.

College of Health Professions:
The Nursing program had a pass rate of 67.1% on the National Council Licensure Examination, during the most recent period for which data are available. The total number of bachelor degrees awarded in Nursing decreased from 136 in FY 2014 to 85 in FY 2015. Since the Nursing school has been reorganized into the College of Health Professions, the capacity of the program has

changed and it will be able to admit and graduate a larger share of students. CSU is also taking measures to increase the initial pass rates of its students on the NCLEX nursing exam.

Other Initiatives Related to Goal 2:
Finally, as noted earlier, Coppin State is also exploring partnerships with area community colleges and the neighboring University of Baltimore. The University is planning to offer its existing joint Master of Science in Human Services degree with UB at the USM Shady Grove campus. CSU's market analysis has shown that the demand for human service administrators is high, both nationally and in Maryland, with the job opportunity growth rate outpacing the number of trained professionals. Those with the Master of Science Degree in Human Services Administration are uniquely positioned to take advantage of this growth and make significant contributions to human service agencies in a variety of administrative capacities such as: program planning, implementation and evaluation; grant writing and administration; fundraising; personnel and fiscal administration; and community outreach. In addition, by placing the program at Shady Grove, CSU will enable more students from diverse backgrounds in Montgomery County, Maryland to have opportunities to enhance their training and become better contributors to the field of human services.

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

The University maintains its level of commitment to improving retention and graduation rates for its students. The challenge has been to balance the appropriate number of best practice intervention programs and fund them at levels in which they may be sustained over the years. Progress is being made. The six-year graduation rate increased from 16% for all students in FY 2014 to 18% in FY 2015 (see Objective 3.1). Similarly, the six-year graduation rate for all minority students increased from 14.7 % in FY 2014 to 18% in FY 2015. The institution's graduation rate for African Americans also increased from 14.8% in FY 2014 to 17.8% in FY 2015. These increases are expected to continue in the next fiscal year due to newly implemented structural changes and new initiatives.

It is also important to note that Coppin will continue to support and execute traditional best practice programs. However, increased efforts are being placed on supporting transfer students and those students who in accordance to the national literature, are being referred to as "stop-outs."

Partnering with Community Colleges to Increase Graduation Rates
Annually, CSU welcomes approximately 250 new transfer students from Maryland's Community Colleges as well as other colleges and universities. In general, students who transfer to CSU perform significantly better than new freshman. The data suggest that students who transfer to CSU with 60 credits or more are **more likely** to graduate in four years than those who transfer to CSU with less than 60 credits or who began their career at CSU.

Increasing Completion Rates of Stop-Outs
In FY 2015, CSU continued implementing a program to improve the graduation rate of students who were close to completing a bachelor's degree but stopped out for twelve months or more. Known as "near-completers," these students have completed at least 75% of the credits needed to earn a bachelor's degree (e.g. 90 credit hours or more for a 120 credit program), and are in good

academic standing. The University intends to continue proactive, targeted and collaborative efforts to improve graduation rates among the near-completer population of students who enrolled for the first time during the 2006-2007 academic years or later.

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

The University is proud to send alumni to a number of highly-ranked institutions in the nation. To date, over 180 McNair Scholars have earned master's degrees and nine have been awarded doctorates at the University of Illinois at Urbana-Champaign, Harvard University, Howard University, Duke University, Lehigh University, and Pennsylvania State University. Sixteen Coppin students are currently enrolled in doctoral programs at leading research universities.

Results of the latest Coppin State University alumni survey shows that 89% of Coppin's graduates are satisfied with their preparation for graduate or professional school (Objective 4.1). Similarly, alumni reported a high level of satisfaction (98%) with their preparation for employment (Objective 4.2). 95% of those survey indicated that they were employed in the State of Maryland.

Goal 5: Increase revenue from alternative sources to state appropriations.

Coppin State remains actively engaged in raising funds through the Coppin Development Foundation and the Office of Institutional Advancement. These funds have been continuously used for faculty development, endowed faculty chairs, student scholarships, cultural enrichment programs and the Coppin Academy. As referenced in Objective 5.1, the percent of alumni giving remained constant at 9% in FY 2015**.**

Federal Funds – Title III

In accordance with the Higher Education Act, Coppin State University receives funds through the Title III. The program helps eligible colleges and universities to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions. Funds may be used for planning, faculty development, and establishing endowment funds.

The University began an internal audit process last year that will inform the number of future projects the institution should possess and how funds should be allocated. Recommendations have been provided to the Office of the President. However, final adjustments to the allocation were put on hold due to the University's need to adjust the overall budget. Also, the new president will need time to work with the Cabinet to determine the best allocation of those funds.

Goal 6: Maximize the efficient and effective use of state resources.

As indicated in Objective 6.1, the University did not meet its target with regards to the percentage of expenditures targeted toward facility renewal and renovation through FY 2015. However, the University is exploring opportunities to reallocate appropriate dollars that could result in increased funds for future facility projects. In order to increase to the targeted efficiency percentage, increased operating facility renewal funds are required. The Capital Facilities Renewal funds (Academic Revenue Bonds) have been constant ($359K to $409K) over the years, which mostly account for the stable percentages the University has held since 2011 (0.4%). In FY 2014, the percentage of expenditures targeted at facility renewal and renovation was 0.4%, while in FY 2015 it remained 0.4%.

COST CONTAINMENT

In FY 2015, Coppin State University continued implementing several efforts implemented over the past few years that have saved the University millions of dollars over time. A number of efforts to enhance efficiency and redesign process to achieve cost savings were implemented. These efforts included but were not limited to the following categories:

Business Process Reengineering
- Our Public Safety Department utilizes electric police vehicles for savings of $10K.
- We continue to recycle office furniture, computers for approximate savings of $25K.

Implementation of a copier management program with savings of $25K.
Competitive Contracting
- By utilizing the competitive bidding of MEEC (Maryland Education Enterprise Consortium), Coppin saved $120K in software and hard procurement.

Credit Card Availability
- We continue to promote our P-Card Program for small purchases for a savings of approximately $10K annually.

Energy Conservation Program
- Coppin uses occupancy sensors in its buildings for a savings of $15K annually.
- Installation of solar panels on the roofs of campus buildings in collaboration with Constellation Energy. In addition to the savings of $75K, Coppin will receive rebate savings as well.
- Additional panels were added to the PEC Center for a savings of about $40,000 annually.

Technology Initiative
- Coppin eliminated conducts a time entry process using a Web Time Entry portal that resulted in $100K of cost savings.
- The Human Resources Department utilizes SkillSoft web training for an approximate savings of $25K.
- Continued implementation of VOIP for managing telecom; resulting in time saves an annual amount of $50K.
- The use of multi-functioning machines (i.e. copier that faxes & serves as a printer) resulted in savings of $10K.
- The Controller's Office increased its use of electronic mailings and notifications resulting in savings of approximately $25K.
- As part of our Parking and Fleet management function, Coppin utilizes automated pay stations in pay lots for a savings of $20K.

- To save time, effort and materials cost, Coppin implemented Document Imaging in Accounts Payable and expanding its use in Human Resources. Approximate savings $40K.
- IT implemented the use of Microsoft Lync for desktop/laptop video conferencing for meetings resulting in savings of approximately $20K.

Total estimated savings for FY 15..$550,000

KEY GOALS AND OBJECTIVES

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

Objective 1.1 Increase the percentage of non-African-American students from 12% in FY 2010 to 15% or greater in FY 2014.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Total student enrollment	3,813	3,612	3,383	3,133
Input	Total student enrollment whose ethnicity is other than African-American[1]	321	217	207	253
Output	Percentage ethnicity other than African-American	8%	6%	7%	8%

Objective 1.2 Increase the number of students enrolled in programs delivered off-campus or through distance education from 1,378 in FY 2010 to 1,670 in FY 2014.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of students enrolled in off-campus or distance education courses	1,472	1,057	1,072	1,130

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

Objective 2.1 Increase the number of students completing teacher training and eligible for state licenses, from 9 in FY 2010 to 18 in FY 2014.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of undergraduate students whose intent is to get a teacher education degree[2]	375	331	319	170**
Output	Number of undergraduate students completing teacher training program and eligible for state licenses	8	9	10	12
Quality	Percent of students who completed teacher training program and passed Praxis II exam	100%	100%	100%	100%

**NOTE: The count previously included Health Education and Sport Management programs which are no longer in the School of Education, but are now housed in the College of Health Professions and College of Business, respectively.

Objective 2.2 Increase student enrollments in STEM (science, technology, engineering and mathematics) programs from 241 in FY 2010 to 260 in FY 2014 and increase the number of baccalaureate degrees awarded in STEM programs from 20 in FY 2010 to 26 in FY 2014.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of undergraduates enrolled in STEM programs	241	220	207	206
Output	Number of baccalaureate degrees awarded in STEM programs	17	24	15	22

Objective 2.3 Increase the NCLEX (Nursing licensure) examination passing rate from 68.5% in FY 2009 to 75% in FY 2014.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of qualified undergraduate students who were not admitted into the Nursing program	NA	NA	NA	NA
Output	Number of baccalaureate degrees awarded in Nursing	131	101	136	85
Quality	NCLEX (Nursing) licensure exam passing rate	87.04%	78.75%	67.14%	MBON Not Avail.

Objective 2.4 Maintain the percentage of nursing graduates employed in Maryland at 85% or greater each fiscal year through 2014.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2015 Survey Actual
Outcome	Percentage of baccalaureate Nursing graduates employed in Maryland[3]	85%	85%	95%	93%

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

Objective 3.1 Increase the 6-year graduation rate for all students from 18.3 % (2002 cohort) in FY 2009 to 26% in FY 2014. [8]

Performance Measures		2012 Actual (2005 cohort)	2013 Actual (2006 cohort)	2014 Actual (2007 cohort)	2015 Actual (2008 cohort)
Output	Six-year graduation rate of all students[4]	18.5%	19.7%	16%	18%
Output	Six-year graduation rate all minority students[4]	18.2%	19.2%	14.7%	18%

Objective 3.2 Increase the 6-year graduation rate of African-American students from 18.5% in FY 2009 (2002 cohort) to 23% in FY 2014 (2007 cohort). [8]

Performance Measures		2012 Actual (2005 cohort)	2013 Actual (2006 cohort)	2014 Actual (2007 cohort)	2015 Actual (2008 cohort)
Output	Six-year graduation rate of African-American students[4]	18.3%	19.1%	14.8%	17.8%

Objective 3.3 Maintain a second-year retention rate of 60% or greater for all undergraduate students from FY 2010 (2008 cohort) through FY 2014 (2012 cohort).

	Performance Measures	2012 Actual (2010 cohort)	2013 Actual (2011 cohort)	2014 Actual (2012 cohort)	2015 Actual (2013 cohort)
Output	Second-year retention rate of all students[5]	64.0%	65.9%	61.2%	69%
Output	Second-year retention rate of all minority students[5]	66.7%	64.4%	59.6%	67%

Objective 3.4 Maintain a second-year retention rate of 60% or greater for African-American students from FY 2010 (2008 cohort) through FY 2014 (2012 cohort).

	Performance Measures	2012 Actual (2010 cohort)	2013 Actual (2011 cohort)	2014 Actual (2012 cohort)	2015 Actual (2013 cohort)
Output	Second-year retention rate of African-American students[5]	66.6%	64.0%	58.9%	67%

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

Objective 4.1 Maintain the percentage of graduates satisfied with education received in preparation for graduate and professional study at 70% or greater by FY 2014.

	Performance Measures	2002 Survey Actual	2005 Survey Actual	2008 Survey Actual	2011 Survey Actual
Outcome	Percent of alumni satisfied with education received for graduate or professional school one year after graduation[6]	99%	100%	97%	89%

Objective 4.2 Maintain the percentage of CSU graduates employed in Maryland at 85% or greater by FY 2014.

	Performance Measures	2002 Survey Actual	2005 Survey Actual	2008 Survey Actual	2011 Survey Actual
Outcome	Number of graduates employed in Maryland	355	287	331	359
Outcome	Employment rate of graduates in Maryland	95.4%	94.4%	88%	95%
Outcome	Percent of alumni satisfied with education received for employment one year after graduation[7]	100%	96.9%	81%	98%

Objective 4.3 Increase the number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, management science, and information technology programs from 2,186 in FY 2010 to 2,400 in FY 2014.

Performance Measures		2011 Actual	2012 Actual	2013 Actual	2014 Actual
Input	Total number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, management science, and information technology academic programs	2,039	2,043	2,054	1,905

Goal 5: Increase revenue from alternative sources to state appropriations.
    Objective 5.1 Increase the percent of alumni giving from 3% in FY 2010 to 6% in FY 2014.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Percentage of alumni giving	4%	7%	9%	9%

    Objective 5.2 Save at least 2% of operating budget through cost containment measures each fiscal year, from FY 2010 through FY 2014.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Efficiency	Percentage rate of operational budget savings	4%	2%	2%	2%

Goal 6: Maximize the efficient and effective use of state resources.
    Objective 6.1 Expend at least 2.0% as replacement cost for facility renewal and renovation through 2014.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Efficiency	Percentage of replacement cost expended in facility renewal & renovation	0.4%[10]	0.4%	0.4%	0.4%

    Objective 6.2 Increase total philanthropic funding on the basis of moving 3-year average by 2014 to $3 million.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	Total philanthropic funding	$2.0M	$1.9M	$1.8M	$1.8M

Notes:
Students whose race were non-African-American. This includes Hispanic, Asian, Native American, White, Foreign and others.
[2] Fall data only.
[3] Data represent estimates based on percentage of alumni (baccalaureate recipients only) responding to the MHEC Follow Up Survey of alumni, who graduated from a CSU Nursing program, and who indicated they were working in Maryland one year after graduation. Data are supplied for 2002, 2005, 2008 and 2011 surveys. The column headings indicate the actual survey year in which the data were reported.
[4] MHEC graduation data based on the fall 2003, 2004, 2005 and 2006 freshman cohorts respectively. And represent all students who matriculated at CSU and graduated within six-years from CSU or who matriculated at CSU, successfully transferred and then graduated within six-years from another four-year institution in the state.
[5] MHEC retention data based on the fall 2008, 2009, 2010, and 2011 freshman cohorts respectively. In FY 2012, historical data

for FYs 2009-2011 were adjusted to align with the published PAR/MFR definition, and based on MHEC supplied data, which is the percentage of first-time, full-time degree seeking undergraduates who started at Coppin and who re-enrolled at the institution one year after matriculation. Prior years had reported a "statewide" count of those who started at Coppin and who re-enrolled at any Maryland four-year institution one year after matriculation.

[6] Reflects only bachelor's degree recipients who graduated the previous year and rated the education they received from CSU as excellent, good or adequate/fair preparation for graduate school on the MHEC alumni survey administered one year after graduation.

[7] Reflects only bachelor's degree recipients who graduated the previous year, were employed full time, and rated their education as excellent, good or adequate/fair preparation for employment on the MHEC alumni survey administered one year after graduation.

[8] Data and baseline were revised in FY 12 to align with the published MFR/PAR definition, and the MHEC provided data, which reflects the percentage of first-time, full-time degree seeking undergraduates who started at Coppin and who graduated from Coppin, or any other Maryland public university, within six years.

[9] FY 2012 data (reported as 255) were revised in FY 13.

[10] FY 2012 actual has been updated with final numbers. FY 13 actual is based on a budgeted amount.

FROSTBURG STATE UNIVERSITY

MISSION

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

INSTITUTIONAL ASSESSMENT

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

Frostburg State University (FSU) is dedicated to preparing its students to enter the Maryland workforce in the critical employment areas of Science, Technology, Engineering, and Mathematics (STEM), teacher education, and business. While the University continued to experience growth in the number of undergraduates enrolled in STEM programs (from 858 in 2014 to 913 in 2015), the number of STEM degrees awarded declined slightly over the reporting period (from 150 in 2014 to 140 in 2015, **Managing for Results - MFR - Objective 1.1**).

In the area of teacher education, Frostburg experienced a decline in both teacher education enrollments (from 482 in 2014 to 423 in 2015) and in the number of undergraduates and MAT post-baccalaureate students completing teacher training (from 129 in 2014 to 126 in 2015 - **MFR Objective 1.2**). The PRAXIS II pass rates for education students increased from 96% in 2014 to 98% in 2015.

STEM Initiatives and Programs

An important goal of the 2013 Maryland State Plan for Postsecondary Education is to develop in students "the academic skills and knowledge necessary to succeed at postsecondary-level learning, particularly in STEM disciplines where the State forecasts an increasing need for highly educated and trained workers" (**MSP Goal 2**). The new and existing STEM initiatives and programs at Frostburg discussed below help to achieve this important statewide goal.

The University's R.N. to B.S.N. program experienced a 67.4% growth in enrollment and a 90.2% increase in the number of degrees awarded over the reporting period (**MFR Objective 1.3**). Building on the success of its R.N. to B.S.N. program, Frostburg began offering an online Master of Science in Nursing (M.S.N.) program in fall 2014 to an initial cohort of ten students. Additionally, Frostburg has received Nursing Development Grants from the Maryland Higher Education Commission (MHEC) totaling close to $2.5 million to develop articulated programs with community colleges. One of these programs is a nurse practitioner program, with tracks in primary care and mental health.

Frostburg's new interdisciplinary B.S. in Health Science provides an alternative to traditional bachelor degrees for students interested in a health-related field and will prepare students who are qualified to enter a variety of graduate and professional programs in the health sciences. The program enrolled an initial cohort of 50 in fall 2015.

Frostburg is partnering with Cecil College to offer a Bachelor of Engineering program with a concentration in materials engineering at the Cecil College campus. Students complete their Associate of Science degree at a regional community college and are then admitted into the program. The University offers the remaining courses for completion of the baccalaureate degree on-site and via distance learning. The program is designed to foster economic development in Cecil County and the surrounding region by producing more bachelor's-prepared engineers in the region to meet workforce needs. The program enrolled an initial cohort of six in fall 2015.

In spring 2015, the University began offering students the option of completing the M.S. in Applied Computer Science degree fully online. This option, which is being offered in addition to the traditional face-to-face program, helps to further address the recognized shortage of higher-level computer science professionals in the region and the state. The format also enables students to quickly and conveniently complete coursework without interrupting their employment or personal commitments. Online delivery of the program has contributed to a 191% increase in enrollment - from 22 in fall 2014 to 64 in fall 2015.

In addition to the STEM program offerings above, FSU is expanding its campus facilities for STEM majors. The University secured $100,000 in funding from the Appalachian Regional Commission to establish a geochemistry laboratory, designed to help prepare students to work in the energy and environmental sectors. The facility, to be operational by fall 2016, will be used by undergraduate and graduate students in the applied science of geochemistry at the intersection of the geography and chemistry fields.

Education

Frostburg State University continues to reach out regionally in the expansion of new and existing academic programs designed to meet the educational needs of working professionals in Maryland. These programs include its applied doctorate in education, M.Ed. in School Counseling at the University System of Maryland at Hagerstown (USMH), Bachelor of Science in Adventure Sports Management, and revisions to its existing Bachelor of Science in Secondary Teacher Education.

A significant reason for the development of the Educational Leadership doctoral program at Frostburg State University was the absence of terminal degree programs in educational leadership in public institutions west of Baltimore. The program, which accepts cohorts of up to 25 students at USMH in odd numbered years and similar cohorts on the main campus on even numbered years, is delivered primarily in a "face to face" modality. As of fall 2015, there were 74 students enrolled in the program. The 2012 cohort of twenty-two graduated 13 members in May of 2015, and the remaining nine are expected to graduate in the 2015-2016 academic year.

Frostburg State University began offering its Master of Education in School Counseling program at the University System of Maryland at Hagerstown in fall 2015 to an additional cohort of eight. The school counseling program, which incorporates standards of the American School Counseling Association, prepares students to work as professional school counselors. Upon completion of the program, students will be certified by the Maryland State Department of Education to work in Maryland's K-12 schools. The program is offered on a full- and part-time basis and includes a 500-hour internship.

In fall 2015, Frostburg began offering a cooperative Bachelor of Science degree in Adventure Sports Management program developed by Garrett College and Frostburg to an initial cohort of seven students. The program, which is offered by Frostburg on the Garrett College campus to students who have earned their Associate degree from that institution, prepares students for outdoor leadership and management positions in the expanding adventure sports industry.

In addition, a revised B.S. in Secondary Teacher Education program has received Maryland Higher Education Commission (MHEC) approval and is awaiting Maryland State Department of Education approval. The program significantly reduces the credits to graduation required of secondary teacher candidates and raises the status of the secondary education program at Frostburg to that of a major.

Business

Preparing students for an era of globalization, the College of Business partnered in spring 2012 with Vanung University, Taiwan, and the University of Maryland Eastern Shore on a Hospitality Management concentration, Business Administration major. Hospitality students are scheduled to visit Vanung University in the fall of 2016. The College also established a Global Experiential Learning program (CoBGEL) to foster study abroad for students, international teaching opportunities for faculty, and host visiting scholars from overseas. Through the CoBGEL program, college faculty offered study abroad opportunities in other countries, including: China, Peru, Ecuador, and Brazil. Plans have been developed for study abroad experiences in France in 2016 and India in 2017.

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

The 2013 Maryland State Plan notes that institutions of higher education "play an important role in meeting the (State's) completion goal and must work together to create an educational environment that supports all students' attainment of education goals" (**MSP Goal 2**). Several of FSU's programs and strategies help to address this completion goal by improving student retention and graduation rates, including the University's partnership with Ruffalo Noel-Levitz, the Academic Success Network, revisions to the Introduction to Higher Education course, the Freshman Progress Survey, Eight Semester Plans, the Academic Enrichment Series, and the Beacon early warning system.

Academic Success Network

During the summer of 2014, Frostburg State University created the Academic Success Network (ASN), an integrated series of best practices in student advising and student support that is designed to work across divisions and disciplines. Recent revisions to the system were the result of a two-year study by the First-Year Experience workgroup, in which a review of student data and consultation with partners at Ruffalo Noel-Levitz identified the most effective components of the University's student support network and where better bridges between these elements could increase effectiveness. The programs under the ASN umbrella are Freshman Orientation and Retention Programs Advancing Student Success; Student Success and Retention; Developmental Mathematics; TRiO Student Support Services; Tutoring and Academic Skills; Disability Support Services; and the Registrar's Office.

Introduction to Higher Education (ORIE 101)

Introduction to Higher Education (ORIE 101), the required orientation course for first-year students, was restructured for fall 2014 to ensure four major themes that support student success were covered: making connections and understanding expectations, managing workload and seeking support, academic planning and advising, and reflective planning for experiential learning. ORIE instructors assumed an intensive advising approach with first-year students throughout the first semester and into the second. As students select a major, the ORIE advisor ensures that the appropriate connection is made with the major department. The fall to spring retention rate for the course was over 91%.

Freshman Progress Survey

In fall 2014, Frostburg instituted a Freshman Progress Survey to be completed at the third and fifth weeks of the fall semester and the third week of the spring semester by all faculty who teach first-time students. The survey asks instructors to identify any issues they may have encountered that would impact a student's success. ORIE advisors can provide interventions ranging from a simple conversation with a student to establishing a plan for tutoring or other counseling services. For the semester in which the survey was implemented (fall 2014), just under half of the faculty responded to the surveys, but 100 fewer freshmen received academic warnings than fall 2013 (418 vs. 518) in a first-year class that was 64 students larger (961 vs. 897). A healthy 83.3% of fall 2014 freshmen ended their first semester in good academic standing, compared to 78.3% the prior fall.

Academic Enrichment Series

The Academic Enrichment Series (AES), a cooperative program between Frostburg's divisions of academic affairs and student affairs, features workshops on learning strategies, technology skill building, and career development. The following student participation numbers include individuals who participated in more than one workshop. During the reporting period (fall 2013-spring 2014), there was nearly a 6% increase in the number of attendees, with 628 participants attending 16 different themed sessions in comparison to 593 during the previous reporting period (fall 2012-spring 2013). There was a fall-to-fall increase in attendance (fall 2012: 191 and fall

2013: 325); however, the spring-to-spring attendance decreased (spring 2013: 402 and spring 2014: 303).

Beacon Early Warning System

The Beacon early alert system continues to be an effective tool in Frostburg's efforts to identify academically-at-risk students and provide appropriate and timely interventions. Frostburg saw a 9% growth in the number of faculty and staff using its Beacon early warning system during the past academic year: from 153 in AY 2013-2014 to 167 in AY 2014-2015. The number of notations posted on the system had a substantial 23% increase from 2,853 to 3,514 over the same time period. Increased use by athletic coaches and wide use by instructor/advisors of the Introduction to Higher Education (ORIE 101) course were noted. Not included in the reported number of notations are the Encouragements, a new feature of Beacon which allows faculty to post positive comments about students' academic performance. 94% of freshmen (900 of 957 students) completed the Student Strengths Inventory (SSI) as part of their ORIE 101 course and were scored on six non-cognitive attributes, which factored into individual risk indices for retention probability and academic success. Students discussed the results of their survey with their ORIE instructor/advisor.

Undergraduate Minority Student Recruitment, Enrollment, Persistence, and Graduation

The University continues to commit significant resources to the recruitment, enrollment, and retention of students from underrepresented minority groups. Frostburg's minority student population represented 39.7% of its overall undergraduate population in 2015, in comparison to 36.5% in 2014 (**MFR Objective 2.4**). Additionally, African-American student headcount increased from 27.0% in 2014 to 29.0% in 2015 (**MFR Objective 2.3**).

For the second year in a row, Frostburg's second-year retention rates for African Americans (79.4%) and minorities (77.8%) exceeded that of the total student population (74.8%, **MFR Objectives 2.1, 2.5, and 2.7**). However, the six-year graduation rates for these student groups declined over the reporting period: from 53.0% to 50.3% for African-Americans, from 52.6% to 50.1% for all minorities, and from 56.0% to 55.6% for all first-time students (**MFR Objectives 2.2, 2.6, and 2.8**).

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

Faculty Evaluation Ad Hoc Committee

The Faculty Evaluation Ad Hoc Committee was formed in November 2014 and charged by the Chair of Faculty and the Faculty Senate with providing recommendations concerning identified issues and topics related to the faculty evaluation process. The committee examined the current FSU and USM policies and procedures regarding yearly evaluation. All FSU faculty members were surveyed regarding several elements of the charge, including the instructor evaluation statements, observations of faculty teaching and evaluation of professional behavior. Students

were also surveyed regarding the instructor evaluation statements. These findings informed the committee's recommendations, which were submitted to the Chair of Faculty in July 2015.

Faculty Anti-Bullying Ad Hoc Committee

Also formed in November 2014, the Faculty Anti-Bullying Ad Hoc Committee was charged by the Chair of Faculty and the Faculty Senate to address the issue of faculty bullying on two levels: 1) the actual event, which includes consequences for the individual engaging in bullying behavior as well as the creation of a method for the victim to be able to have the issue addressed; and 2) changing the campus culture so that no faculty member would feel that bullying behavior will be accepted or tolerated. The committee investigated definitions of bullying in corporate and university contexts, compared policies of other academic institutions, conducted a survey of all FSU faculty members to gauge perceptions on this issue, and submitted its final report with recommendations to the Chair of Faculty and to the faculty at large in May 2015.

Cultural Diversity of Faculty and Staff

A key goal of the 2013 Maryland State Plan for Postsecondary Education is to "make concerted efforts to recruit and retain faculty members and staff from underrepresented backgrounds" (**MSP Goal 3**). In support of this goal, Frostburg State University continues to commit resources to recruiting and retaining high-quality faculty and staff members. Over the last year, the University experienced an increase in the percentage of African-American faculty (from 3.6% in 2014 to 4.3% in 2015) and the percentage of female faculty (from 40.0% in 2014 to 41.0% in 2015 – **MFR Objective 3.1**).

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

The upgrade of campus facilities is a high priority of FSU's new strategic plan. However, Frostburg continues to have difficulty meeting the Board of Regents' directive to invest 2.0% of the replacement value of its buildings annually into facilities renewal (**MFR Objective 4.1**). In fiscal year 2015, the amount designated for facilities renewal was reduced to 0.5%. Over the same time period, the percentage of operating budget reallocation increased significantly from 1.7% to 10.0% due to an in-kind renovation from Chartwells, the University's new dining services vendor (see Cost Containment section below for additional expenditure reductions, revenue enhancements, cost avoidances, technological initiatives, and partnerships that helped to contain costs). The following is a brief summary of additional efforts made to enhance campus facilities during the reporting period.

The Catherine R. Gira Center for Communications and Information Technology

Following an unveiling ceremony in May 2015, Frostburg State University's newest academic building is now known as the Catherine R. Gira Center for Communications and Information Technology. Housing primarily technology-intensive disciplines, the building's classrooms, studios, and laboratories are equipped to match what graduates will encounter in the workplace. In addition to the departments of Computer Science and Information Technologies,

Communication, and Mathematics, it also hosts the Graphic Design program of the Department of Visual Arts; the FSU-TV3 cable channel; the NPR-affiliate radio station WFWM; and a Multimedia Learning Center featuring a planetarium.

Frostburg State University Public Safety Building

This modern facility will replace the present and antiquated building on University Drive and provide members of the University police with the space and equipment they need to perform their responsibilities on campus and in the community. Construction of the building is expected to begin in spring 2016.

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

Headcount Enrollment and Number of Graduates Employed in Maryland

In September 2014, Frostburg posted its highest-ever overall enrollment of 5,645, an increase of 3.1% from the previous year. Also over the reporting period, the number of students graduating with a bachelor's degree grew slightly from 1,011 in 2014 to 1,028 in 2015. Additionally, the results of the 2014 Alumni Follow-Up Survey showed a significant increase in the number of graduates working in Maryland (from 586 in 2011 to 669 in 2014, **MFR Objective 5.1**).

Geochemistry Laboratory

A $200,000 Geochemistry laboratory, in part funded by an ARC grant to the University, will train FSU students in the applied science of geochemistry and form the foundation of new courses being developed in the Earth Science program by the Department of Geography. This 20-seat facility will help attract and retain quality students into the program and will give them the opportunity to take laboratory courses associated with geology, soils/water analysis, and geochemistry, all of which are applicable to natural resource extraction via fracking and associated activity. The laboratory is scheduled to open in the spring of 2016.

Regional Tuition Rate

Effective for the fall 2015 semester, residents of Pennsylvania, Virginia, West Virginia and Ohio living within 120 miles of Frostburg may be eligible for a newly expanded Regional Tuition Rate. With this reduced tuition rate, students in the Regional Tuition Rate zone can attend FSU for a cost competitive with many in-state rates at public institutions around the region and one that is more affordable than at most private institutions. The revised policy was approved by the University System of Maryland Board of Regents in April, 2015.

Allegany County Opportunity Scholarship

In fall 2014, the first students received funds from the Allegany County Opportunity Scholarship, the result of a memorandum of understanding with the Allegany County Commissioners that is dramatically increasing the amount of scholarship funding available to Allegany County students attending Frostburg. The county is directing 25% of the revenue it

receives from the Rocky Gap Casino Resort into a scholarship fund through the FSU Foundation, Inc., to benefit Allegany County students attending FSU. In its first semester, it benefited 104 Frostburg undergraduate and graduate students from Allegany County with scholarships of up to $2,000 each, totaling $119,520.

Center for Leadership Development

The College of Business, through its Center for Leadership Development, hosted professional development/training seminars and workshops both for local employers as well as campus faculty and staff. One fourth of business faculty members were engaged in these projects.

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

Frostburg's numerous and nationally recognized community-based programs and activities promote the civic engagement of its students, faculty, and staff as well as strengthen the institution's bonds with the Western Maryland region. Student participation in community outreach activities continues to rise: from 4,121 in 2014 to 4,260 in 2015 (**MFR Objective 6.2**).

In September 2014, Victory Media named Frostburg a Military Friendly institution for the fourth year in a row, placing the University in the nation's top 15% of schools for the services provided to members of the military and veterans. Then in November 2014, U.S. News and World Report listed Frostburg on its list of Best Colleges for Veterans for the second year, which recognized schools that participate in federal initiatives helping veterans and active service members apply, pay for, and complete their degrees.

In December of 2014, the Corporation for National and Community Service (CNCS) honored Frostburg as a leader among institutions of higher education for its support of volunteerism, service-learning, and civic engagement, admitting the University to the 2014 President's Higher Education Community Service Honor Roll for the fourth consecutive year.

The consumer organization GetEducated.com designated FSU's online programs as national "Best Buys" for providing quality, affordable online degrees. Currently in their respective categories, FSU's accredited MBA is ranked 10th nationally, its Bachelor of Science in Nursing is fifth, the Master's in Recreation and Parks Management is 10th, and the Master of Education's special education concentration is 21st. The College of Business's AACSB-accredited MBA has also been listed as number 12 in 2015 (up from number 25 in 2014) in Affordable Colleges Foundation's ranking of the nation's Best Online MBA Programs.

In April 2015, FSU was listed as number four of the 10 colleges providing the best value in Maryland by SmartAsset, a financial data and technology company. To identify more realistically the cost of attending a school, SmartAsset included the tuition (using in-state tuition for public schools where applicable), student living costs (including room and board, books, supplies, transportation and other personal expenses), and the average scholarships and grants offered to students of the school. To capture what students get in return, the company looked at student retention rate and the average starting salary.

Middle States Visitation

Over the reporting period, the six Middle States working groups gathered and analyzed data and wrote chapter drafts. The drafts were assembled into a working document for review and editing by the co-chairs of the steering committee. During the spring 2015 semester, the University encountered challenges through the loss of key personnel involved in the Self-Study process. However, the Self-Study document should be ready for campus and community review in fall 2015.

RESPONSE TO THE COMMISSION

Objective 1.2 - Increase the number of teacher education graduates from 161 in 2009 to 185 in 2014. Commission Assessment: The number of graduates on this indicator decreased from 161 in 2011 to 129 in 2012, increased to 161 for 2013, and then regressed to 129 in 2014. Please explain the circumstances affecting the fluctuations and the factors contributing to missing the benchmark goal of 185 for 2014.

Institutional Response:
As with other educational program providers both across the United States as well as in Maryland, Frostburg State University's initial teacher certification programs have experienced declining enrollments. A number of regional and national factors potentially contribute to the observed cycle of increases and decreases cited by the Commission. Frostburg is situated in a geographic area which is depopulating, and its teacher candidates have historically matriculated from contiguous counties in Maryland, West Virginia, and Pennsylvania, where teacher retirements have provided employment opportunities. Over the last decade, these local employment opportunities have all but disappeared. Despite the loss of employment opportunities in adjacent regions, teacher education candidates are consistently drawn from counties east of Frostburg where demographic forces provide more employment opportunities.

In response to the trend, the College of Education has adjusted its recruitment initiatives to capitalize on shifts in populations in Washington County and adjacent regional areas by strengthening its existing Master of Arts in Teaching (MAT) programs at the University System of Maryland at Hagerstown (USMH) and by providing new advanced programs such as the M.Ed. in School Counseling and an Ed.D. in Educational Leadership (see Education section under Goal 1 above).

Objective 2.6 - Attain and preserve a six-year graduation rate of African-American students at 54% through 2014. Commission Assessment: In last year's PAR, the Commission requested that the University share available information on the efficacy of its retention programs specifically targeting African American students and to describe whether the University's analysis suggests that African American students are more or less affected by these, or other, programs. The Commission appreciates the program descriptions shared but seeks additional information as to efficacy of these programs and possible measures collected regarding the effects on African American students. Specifically, please provide any evaluation data collected (e.g. tracking outcomes of participants over time [with or without use of comparison group], pre-and post-program survey) or other quantitative or qualitative data used to assess these programs.

Institutional Response:
Brief summaries and assessments of the programs that are intended to address Frostburg's gender-based achievement gap are presented below. These programs have a positive impact on retention and graduation rates among Frostburg's underrepresented minorities and first-generation students.

One-Step-Away Program (OSA)

The One-Step-Away (OSA) program, funded through a Maryland Higher Education Commission grant and directly administered by the Office of the Provost, is designed for students who have "stopped-out" from the University to direct them on an efficient pathway to graduation.

The initial assessment of the pool of degree-potential near-completers for FY 2013 identified 35 students who had met the definitions of the grant. Of the 35 students actively pursued, 20 (57%) were re-engaged (responded) and 19 (54%) were re-enrolled. Due to an efficient use of grant funds during FY 2013, an extension was requested and received in March 2014. The process to identify eligible students was used again in order to find those who were not previously eligible, including students who entered Frostburg back to 2000. As there was a condensed timeline to re-engage and re-enroll students by the end of the grant period, attention was placed on students with at least 105 credit hours earned at the time of stopping-out.

Originally, it was estimated that 40% of OSA-eligible students would complete their bachelor's degrees under this grant; Frostburg's performance has exceeded expectations, with a completion rate over 50%.

Analysis of the cohort:

- The male-female ratio is uneven, with 57% (45) of OSA-eligible and 57% (23) of the degree-completers being male.
- While the OSA-eligible cohort was 33% minority, representing the University's overall student demographics, degree-completers were 52% minority.
- Additionally, 52% of the OSA-eligible students (41) and degree-completers (21) were Pell-eligible, consistent with the larger Frostburg student demographic.

Championship Forum

For a third consecutive year, in spring 2014 Frostburg was awarded a Maryland College Access Challenge Grant in the amount of $34,015 to operate a program with the purpose of improving the persistence rate of Pell- awarded, academically at-risk freshman and sophomore male students. Below are the mid-year results of Frostburg's 2014-2015 Championship Program.

- Of total program participants, the male population was 42 in spring 2014 and 57 in fall 2014.
- Of the spring male participants, 45% earned a 3.0 or better for the spring 2014 semester and 98% returned for the fall 2014 semester.
- Of the fall 2014 male participants, 84% were African-American, Latino, or multi-racial.

TRiO Student Support Services (SSS)

Student Support Services (SSS) is an educational opportunity program funded by the U.S. Department of Education that serves 275 eligible Frostburg State University students. Of the program participants in 2013-2014, 68.8% were underrepresented minority students. The SSS program has three student persistence or graduation objectives, all of which were exceeded

during the reporting period. The success of males in the program equaled or exceeded that of other participants in 2013-2014.

- Persistence rate for all participants, 2013-14: 91%
- Good academic standing rate for all participants, 2013-14: 93%
- 2008-2009 graduation rate for entering participants: 64%

Course Redesign - Developmental Math (DVMT 100)

Developmental Math 100 (Intermediate Algebra) was redesigned in 2011 to improve its historical 41% failure rate and gender achievement gap. Overall, the redesign has been successful in reducing failure rates, which averaged 22% over the last seven semesters. The average failure rate per gender since the redesign is significantly better than historical measures: females: 18% vs. a 35% historical rate (a 17% reduction); males: 25% vs. a 44% historical rate (a 19% reduction). For the spring 2014 semester, females achieved the highest success rate in DVMT 100 since the redesign at 94%. Their success rate for the fall 2014 semester was 84%. The success rate for females in DVMT 100 was 75% in spring 2014 and 73% for fall 2014.

COST CONTAINMENT INFORMATION
FY 2015

Frostburg State University developed new methods and used continued past practices to contain costs and increase revenue in fiscal year 2015. The specific actions taken by FSU in FY 2015 are listed below.

Item Description	Savings/Revenue Generated
Savings realized in discount advertising for third consecutive year	$18,000
Signed contract with local vendors to allow FSU students to use debit cards	$5,000
Negotiated beverage contract	$118,000
Realized discount for UPS service	$2,000
Renegotiated snack vending machine contract	$3,000
Renegotiated printer contracts to reduce monthly rental in Printing Services	$1,000
Renegotiated water surcharge with the City of Frostburg	$30,000
In-kind renovation from new dining services vendor	$5,850,000
Completed curricular transformation in multiple areas - reduced sections	$58,000
Realized savings from bringing a HR Skillpath conference to campus	$50,000
In-house Leadership Conference sponsored by HR –utilized internal specialists	$15,000
Utilized the Diners Club travel card program	$2,000
Develop in-house interface between PeopleSoft and Blackboard	$16,000
In-house labor to do construction projects on campus	$50,000
Savings realized in Conferences & Events by utilizing group advertising	$2,000
Restructured staffing in Academic Affairs (combined two departments into one)	$44,000
Reallocated funding internally to support the new Academic Support Network	$72,000
Restructured staffing in the University Bookstore	$165,000

Delayed hiring in Mail Department	$74,000
Reduced utilities from replacing all fluorescent lamps in PAC with LEDs refund	$45,000
Realized savings from the use of energy efficient lighting systems	$17,000
Recognized savings from shower head replacement on campus	$10,000
Installed natural gas heaters instead of electric heat pumps in the Press Box	$10,000
Partnered w/ Allegany County to provide enhanced bus service to FSU students	$29,000
Signed contract with US Cellular to build a cell phone tower on campus	$16,000
Realized net profits from Morgan Wootten basketball camp	$150,000
Partnered with USM Hagerstown Center	$100,000
Realized savings from installation of occupancy sensors on campus	$6,000
Participation in the demand/response program for electrical consumption	$16,000
Realized savings from implementation of e-billing	$200,000
Student Affairs Division developed electronic versions of student files	$4,000
Utilized Advance data system	$4,000
Utilized an existing software package for the campus alert system	$7,000
Developed Student & Educational Services Division on-line forms	$5,000
Replaced Framptom Hall with energy efficient roof & air-cooled chiller	$4,000
Savings from new laundry contract with high efficient laundry machines	$13,000
Savings from added insulation under the roof of three existing buildings	$3,000
Savings from replacing micro-fridges with energy star rated equipment	$10,000
Reduce the need for submitting paper request forms in Printing Services	$1,000
Developed You Tube training videos	$3,000
Realized savings from switching to virtual servers	$30,000
Saved using payroll direct deposit and online access to pay information	$6,000
Created an efficient parking interface and produced electronic 1099T forms	$7,000
Realized savings from on-line efforts in Human Resources	$6,000
In-house labor for Higher One conversion	$8,000
In-house labor for PACS	$13,000
Savings from moving RADIUS service from two end-of-life servers to Microsoft	$34,000
Implementation of HR web-based recruitment and retention software	$5,000
Electronic onboarding in Human Resources	$8,000
Reduced cost of training by taking advantage of virtual training for Palo Alto	$2,000
Increased direct deposit usage for student refunds by 60 %	$4,000
Decrease candidate expense through the purchase of Skype	$34,000
Savings realized by submitting State transmittals by CD	$3,000
Savings from eliminating watermarked letterhead from the storeroom inventory	$3,000
Purchased and installed University's own telephone switch (PBX)	$165,000
Total	**$7,556,000**

Frostburg State University recognized expenditure reductions, revenue enhancements, cost avoidances, technological initiatives and partnerships to contain costs for FY 2015. These actions total $7,556,000 for the University.

KEY GOALS AND OBJECTIVES

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

Objective 1.1: Increase the number of STEM (science, technology, engineering, and mathematics) program graduates from 150 in 2014 to 170 in 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of undergraduates enrolled in STEM programs	721	752	858	913
Output	Number of graduates from STEM programs (annually)	111	114	150	140

Objective 1.2: Increase the number of teacher education graduates above the 2014 level of 129 by 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of undergraduates and MAT post-Bachelor's in teacher education	532	512	482	423
Output	Number of undergraduates and MAT post-Bachelor's completing teacher training	129	161	129	126
Quality	Pass rates for undergraduates and MAT post-Bachelor's on PRAXIS II[1]	95%	97%	96%	98%

Objective 1.3: Increase the number of baccalaureate-level nursing graduates from 51 in 2014 to 105 in 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of undergraduates enrolled in the Nursing (R.N. to B.S.N.) program	32	100	224	375
Output	Number of graduates from the Nursing (R.N. to B.S.N.) program (annually)	10	16	51	97
Outcome	Number of Nursing (R.N. to B.S.N.) program graduates employed in Maryland	9	16	25	76

Objective 1.4: Maintain the number of students enrolled in courses delivered off campus through 2019 at a level equal to or greater than that in 2014 (6,769).

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of annual off campus course enrollments[2]	5,144	5,990	6,769	7,830

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

Objective 2.1: Increase the second-year retention rate of FSU undergraduates from 77% in 2014 to 78% in 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Retention Rate all students	71.0%	72.0%	77.0%	74.8%

Objective 2.2: Increase the six-year graduation rate of FSU undergraduates from 56.0% in 2014 to 61.7% in 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Graduation Rate all students	53.0%	52.6%	56.0%	55.6%

Objective 2.3: By 2019, maintain the percentage of African-American undergraduates at a level equal to or greater than the 2014 level of 27.0%.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input:	Percent African American (Fall Undergraduate in FY)	24.4%	25.0%	27.0%	29.0%

Objective 2.4: By 2019, sustain the percentage of minority undergraduates at a level equal to or greater than the 2014 level of 36.5%.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input:	Percent Minority (Fall Undergraduate in FY)	32.4%	33.6%	36.5%	39.7%

Objective 2.5: Maintain the second-year retention rate of African-American students at a level equal to or greater than the 2012 level of 80.0%.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output:	Retention Rate African American	71.0%	76.0%	80.0%	79.40%

Objective 2.6: Attain and preserve a six-year graduation rate of African-American students at 54% through 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output:	Graduation Rate African American	51.1%	47.4%	53.0%	50.3%

Objective 2.7: Increase the second-year retention rate of minority students from 78% in 2014 to 80% in 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output:	Retention Rate Minority	70.0%	74.0%	78.0%	77.8%

Objective 2.8: Realize and maintain a six-year graduation rate for minority students of 52% through 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output:	Graduation Rate Minority	47.9%	46.3%	52.6%	50.1%

Objective 2.9: Maintain the approximate percent of economically disadvantaged students at 60% through 2017.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Percent of economically disadvantaged students	61.0%	57.0%	61.0%	60.0%

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

Objective 3.1: Attain greater faculty diversity: women from 40.0% in 2014; African-Americans from 3.6% in 2014 to 4.5% in 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Faculty Diversity FT:				
	Women	42.0%	41.0%	40.0%	41.0%
	African American	3.6%	3.7%	3.6%	4.3%

Objective 3.2: Increase number of programs awarded professional accreditation (e.g., NCATE and AACSB) from 9 in 2014 to 10 by 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Quality:	Achievement of professional accreditation by program[3]	9	9	9	9

Objective 3.3: By the 2017 survey year, maintain or surpass the satisfaction of graduates with education received for work at the 2014 level of 92%.

Performance Measure		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome:	Satisfaction with education for work[4]	91%	89%	95%	92%

Objective 3.4: By the 2017 survey year, maintain the percentage of satisfaction with education for graduate/professional school at the 2014 level of 100%.

Performance Measure		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome:	Satisfaction with education for graduate/professional school[4,10]	99%	95%	94%	100%

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

Objective 4.1: Maintain effective use of resources through 2019 by allocating at least 2% of replacement costs to facilities renewal and achieve at least 2% of operating budget for reallocation to priorities.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	Percent of replacement cost expended in facility renewal[5]	1.0%[6]	1.1%	0.6%	0.5%
Outcome	Rate of operating budget reallocation	3%	2%	1.7%	10%[12]

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

    Objective 5.1: Increase the percentage of graduates employed one year out from 80% in survey year 2014 to 97% in survey year 2017.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Headcount enrollment (Fall Total in FY)	5,429	5,421	5,474	5,645
Output	Number of graduates with a Bachelor's degree	892	969	1,011	1,028

Performance Measure		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome	Number of graduates working in Maryland[4]	600	606	586	669
Outcome	Percent of graduates employed one year out[4,10]	91%	94%	90%	80%

    Objective 5.2: Prepare graduates to obtain higher initial median salaries from $35.7K in 2014 to $36.8K in 2017.

Performance Measure		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome	Median salary of graduates ($000s)[4,7]	$32.5	$32.5	$32.5	$35.7

    Objective 5.3: Increase and sustain the 11 economic development initiatives established by 2015 to 11 or greater by 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Number of initiatives[8]	8	9	10	11

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

    Objective 6.1: Through 2019 continue participation in the System's campaign goal.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output:	Funds raised in annual giving ($M)	$1.99	$2.08	$2.36	$2.16

    Objective 6.2: Increase students' involvement in community outreach to 4,121 in 2014 to 4,280 in 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome:	Number of students involved in community outreach[9]	3,535	4,055	4,121	4,260

Objective 6.3: Increase the number of faculty awards from 20 in 2014 to 23 in 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome:	Number of faculty awards	17	23	20	14

Objective 6.4: Sustain the Regents' goal of 7 to 8 course units taught by FTE Core Faculty through 2019.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output:	Course units taught by FTE core faculty	7.4	7.4	7.1	7.5

Objective 6.5: Through FY 19 sustain or increase the days spent in public service per FTE Faculty at 11.0 recorded in FY 15.

Performance Measure		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome:	Days of public service per FTE faculty	12.1	13.0	11.6	11.0

Notes

[1.] PRAXIS II program completer cohorts are based on the degree year (DY) of August, December, January, and May; FY 2016 pass rate data = DY 2015; FY 2015 pass rate data = DY 2014, etc.

[2.] Off campus duplicative course enrollments for FY (summer, fall, and spring).

[3.] Cumulative number of program accreditations at the University.

[4.] Column headings used for this measure reflect the survey years in which the data were gathered. Data contained in the 2005, 2008, 2011, and 2014 columns are taken from the MHEC-sponsored Alumni Follow up Survey, which is now administered triennially to alumni who graduated the prior year (for instance the 2014 survey was of 2013 graduates, etc.).

[5.] Reflects post September submission adjustment and is based upon updated information supplied by the USM office.

[6.] FY 2013 and 2014 are Budgeted Only.

[7.] The weighted average of the mid point of the salary ranges.

[8.] Cumulative number of initiatives attracted to FSU.

[9.] Number of students involved in community outreach is a duplicated count.

[10.] The total number of respondents was low for the 2014 survey administration, as well as the total number of alumni who reported enrolled in graduate or professional study options.

SALISBURY UNIVERSITY

MISSION

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

INSTITUTIONAL ASSESSMENT

Overview

During 2014-15 academic year Salisbury University (SU) has been preparing for its upcoming 2016 Middle States Self-Study. During 2013-14, Self-Study co-chairs were selected, a steering committee was recruited, and the Self-Study Design report was completed. This year, working groups composed of faculty, staff and students responded to research questions posed by the Self-Study steering committee. And this information was utilized to create a draft Self-Study report. The Middle States Self-Study process has provided an opportunity for the University community to conduct a comprehensive review of the last 10 years of institutional history, but also to look ahead to the next decade. The University looks forward to a productive visit from our Middle States visiting team chair, Dr. Carol Long, in November.

Changing demographics and increased competition for fewer high school graduates has posed a growing challenge to most Maryland institutions. For fall 2014, applications remained relatively stable at 8,723. The University accepted 55% of these first-time degree-seeking applicants and enrolled a first-time student cohort of 1,157 students. Nearly 20% of first-time students were from ethnically diverse backgrounds.

This has been a year in which SU has garnered much national recognition of its reputation as an exceptional comprehensive university.

- U.S. News & World Report's Best Colleges for 2014-2015 selected SU as a best regional university among public and private institutions in the North. This is the 18th consecutive year SU received this honor.

- For the 16th consecutive year, SU was designated by The Princeton Review as one of the nation's best institutions in The Best 379 Colleges and The Best Northeastern Colleges for 2014-15.

- For the 6th consecutive year, Kiplinger's Personal Finance magazine named SU as one of the Top "100 Best Values in Colleges" and, for the second consecutive year, one of its "24 Best College Values Under $30,000 a Year."

- Washington Monthly magazine named SU as one of "America's Best Bang-for-the-Buck Colleges" in 2015 for the 3rd consecutive year.

- The Princeton Review in partnership with the U.S. Green Building Council, named SU as one of the top 353 Green Colleges for the 6th consecutive year.

- University Business magazine named SU as a "Model of Efficiency" for the second time. SU was applauded for streamlining its tuition payment and refund system. The University was the only Maryland campus honored and one of only 8 recognized nationwide.

- Both Money and Forbes named SU among the nation's best values in higher education

SU's 2014-2018 Strategic Plan includes goals that complement the key goals and objectives identified in the Managing for Results (MFR) document and the six goals for postsecondary education identified in the Maryland Ready 2013-2017 Maryland State Plan for Postsecondary Education. The State plan includes goals for quality and effectiveness, access, affordability, and completion, diversity, innovation, economic growth and vitality, and data use and distribution. In addition to MFR-specific data, a number of other indicators and qualitative efforts are related to SU's progress towards the key goals and objectives identified at the end of this report. To determine how effectively SU is progressing towards meeting the 2015 MFR key goals and objectives, data relevant to each objective will be described in subsequent sections of this report.

Assessment of Institutional Progress in FY 2015

Quality & Effectiveness

MARYLAND READY Goal: Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the state, and the nation.

MFR Objectives: 1.1-1.4; Additional Indicators 1- 2

SU's commitment to provide an exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, and knowledge-based economy is a major goal in the University's Strategic Plan. For the MFR, quality and effectiveness are evaluated using pass rates on national licensure and certification exams (Objectives 1.1 & 1.2), self-reports of student satisfaction with the quality of education and preparation the received (Objectives 1.3 & 1.4), and salaries of recent graduates (Additional Indicators 1 & 2).

<u>Licensure</u>

MFR Objectives 1.1 and 1.2 were established as performance goals to help determine the effectiveness of the nursing and teacher education programs at SU. Effectiveness for these goals is measured by examining the pass rates for the nursing licensure exam (NCLEX) and the teaching licensure exam (PRAXIS). At 89%, SU remains well above the average Maryland NCLEX pass rate (78%) for BSN programs (Objective 1.1). The NCLEX exam was modified in April 2013 and now includes a higher standard for passing. The Nursing Department continues its concentrated efforts (e.g., reform of the Nursing curriculum, tutoring, NCLEX review course, etc.) to increase its pass rates given the modifications to the exam.

At 97%, the pass rate for the PRAXIS declined slightly this year. (Objective 1.2). During the 2008-09 academic year, the Professional Education unit implemented a new graduation requirement for students seeking their degree in a Professional Education area. Beginning with

students graduating from the Professional Education program in spring 2010 and after, students must pass the PRAXIS II in order to graduate with recommendation for certification. As a result, a pass rate of 100% should be maintained. However, during the 2013-14, there was a change to the PRAXIS II secondary education History exam. While the State of Maryland allowed test-takers to complete either the old or new version, ETS reports PRAXIS II pass rates based on the new exam only. Additionally, some secondary education graduates in Spanish and French are allowed to take the Oral Proficiency Exam instead of the PRAXIS II. As a result, the 97% pass rate reflects eight students that fall into one of these two exception categories.

Alumni Satisfaction and Salary

One indirect measure of success used by SU is alumni satisfaction and earning potential. Data are collected on a triennial basis using an alumni survey to address Objectives 1.3 and 1.4 and Additional Indicators 1 and 2. The most recent survey results are based on students that graduated in August/December 2012 and January/May 2013. It should be noted that the response rate for the alumni survey was 17%. Consequently, the opinions and salary information for most of our alums were not captured on this survey. Results revealed that 97% and 95% of SU graduates are satisfied with their level of preparation for graduate school (Objective 1.3) and employment (Objective 1.4), respectively.

When examining the median salary of recent graduates, alums saw a 9% increase in salary when compared to 2009-10 graduates. Recent graduates earned a median salary of $37,500 (Additional Indicator 1) which represents the 75th percentile of the median salary for workers 25 years old and over with a bachelor's degree (Additional Indicator 2).

Accreditations

An additional indicator of the quality and effectiveness of SU is its ability to achieve and maintain national accreditations. Several academic programs are accredited:

- Salisbury University is accredited by the Middle States Commission on Higher Education (**MSCHE**);

- Teacher Education programs- accredited by the National Council for Accreditation of Teacher Education (**NCATE**) and MD Education Department;

- Social Work program- accredited by the Council on Social Work Education (**CSWE**);

- Music program- accredited by the National Association of Schools of Music (**NASM**);

- Franklin P. Perdue School of Business- accredited by the Association to Advance Collegiate Schools of Business (**AACSB**);

- Exercise Science- accredited with the Committee on Accreditation of Allied Health Education Programs (**CAAHEP**);

- Clinical Laboratory Sciences/Medical Technology- accredited with the National Accrediting Agency for Clinical Laboratory Sciences (**NAACLS**);

- Nursing programs-accredited by the Commission on Collegiate Nursing Education (**CCNE**);

- Programs in the Department of Chemistry- certified by the American Chemical Society Committee on Professional Training (**ACS-CPT**);

- Athletic Training- accredited through the Commission on Accreditation of Athletic Training Education (**CAATE**); and

- Respiratory Therapy program- accredited by the Committee on Accreditation for Respiratory Care (**CoARC**) through **CAAHEP.**

Accessibility, Affordability, and Completion

MARYLAND READY Goal: Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability and completion.

MFR Objectives: 3.3, 4.1-4.6

For the MFR, access, affordability, and completion goals are based on providing access to economically disadvantaged students (Objective 3.3), as well as improving retention (Objectives 4.1-4.3) and graduation rates (Objectives 4.4-4.6). In addition, SU annually reports the number of degrees it grants as a measure of progress towards Maryland's 55% degree attainment goal. For 2014-15, SU awarded an additional 36 undergraduate degrees compared to 2013-14.

Retention and Graduation

At 84.9%, the second-year retention rate for the 2013 entering cohort of freshmen (Objective 4.1) increased from the previous cohort (82.5%). The 2013 cohort included students that started at SU in fall 2013 and returned to SU or transferred to another Maryland school for the fall 2014 semester. SU's second-year retention rate is the second highest of the comprehensive System schools.

Objectives 4.2 and 4.3 provide additional information regarding second-year retention rates with a special focus on African-American and all minority students. Second-year retention rates for African-American students increased this year. Approximately 89.0% of African-American students were retained into their second year. The rate for African-American students has increased more than four percentage points over the past three years and exceeds the overall second-year retention rate at SU. SU second-year retention rate for African-American student exceeds the USM average rate by nearly five percentage points. Similarly, the second-year retention rates of minority students increase of 4.4 percentage points this year to a rate of 85.5%. Second-year retention rates for African-American and minority student cohorts exceeded the rates for the overall cohort of first-time SU students, 89.0%, 85.5% and 84.9%, respectively. When compared to the other USM comprehensive schools, SU's second-year retention rates for African-American and minority student groups were the second highest.

Currently, SU's overall six-year graduation rate is 73.0% (Objective 4.4). The rate remained relatively stable compared to last year. SU's average six-year graduation rate is the highest among the USM comprehensive institutions and is 5.8 percentage points above the USM average.

Six-year graduation rates for African-American students increased substantially this year to a rate of 66.1% (Objective 4.5). This is 4.1 percentage points higher than last year and is nearly 18 percentage points higher than the USM average. Minority student six-year graduation rates also increased significantly, 8.9 percentage points, this year to a rate of 68.4% (Objective 4.6). Six-

year graduation rates for minority students at SU are now 11.6 percentage points above the USM average.

To improve graduation and retention rates, the campus continually evaluates the success of initiatives designed to improve student outcomes. During AY2014-15, SU worked with the Education Advisory Board to implement the Student Success Collaborative. The Collaborative provides an early warning system for students to assist them in course selection, selection of a major and early indicators of academic success.

Strategies continue for closing the achievement gap including recruitment of students into the federal TRIO program, expansion of the Powerful Connections freshman mentor program, increasing resources to the Center for Student Achievement, growing living learning communities and increasing the number of course sections that offer supplemental instruction. Subsequently, trends in our four- and five-year graduation rates show progress. We are moving in the right direction and hope the overall trend can continue.

Access & Affordability

In response to MHEC's access goals, SU increased enrollment by 127 students in fall 2014. With 7,997 undergraduate students, just over 91% of SU's student population is at the undergraduate level. Graduate student representation on campus continues to grow. Approximately, 773 graduate students were enrolled in fall 2014, an increase of 21% over fall 2013. Since 2009, SU has expanded enrollment nearly 7%.

While continuing to increase accessibility, SU values both the affordability (e.g., tuition, fees, need-based and non-need-based aid and grants, etc.) and quality (e.g., academic rigor of the freshman class, admission, retention, and graduation rates, etc.) of the University. During AY 2013-14, SU was also able to enroll a larger percentage of economically disadvantaged students totaling 53.4% (Objective 3.3). This represents a .8 percentage point increase when compared to the previous year. The changing demographics of high school graduates across both the State and nation make it increasingly important to provide affordable access. Since the 2009 reporting cycle, SU has increased the percentage of economically disadvantaged students on campus by 10.7 percentage points. As demonstrated by the rankings presented in a previous section, SU has developed a reputation for providing a high quality education at a great price.

Diversity

MARYLAND READY Goal: Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.

MFR Objectives: 3.1 & 3.2

The University has increasingly emphasized its diversity initiatives and demographics—both of which are readily affirmed in the University's trends and benchmarks. Fall 2014 marked the most ethnically diverse student population in SU's history (Objectives 3.1 and 3.2). During fall 2014, SU increased its enrollment of minority undergraduate students for the ninth consecutive year. African-American students make up 12.9% of SU's undergraduate students (Objective 3.1). This year, 24.1% of SU's undergraduate enrollment is composed of minority students (Objective 3.2). Since 2009, SU has increased the number of enrolled African-American undergraduate students by 12% (from 890 in fall 2009 to 998 in fall 2014). Undergraduate minority student

growth has increased 38% during the same time period (from 1,346 in fall 2009 to 1,861 in fall 2014). This can be compared to an increase in overall undergraduate enrollment of about 6% since 2009.

Economic Growth and Vitality

MARYLAND READY Goals: Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.

MFR Objectives 2.1-2.5; Additional Indicators 3-7

SU states in Goal 1 of the 2014-2018 Strategic Plan that the University's primary mission is to "educate our students for success in the classrooms, careers, and life." SU measures its impact on economic growth by successfully producing graduates with skills to compete in high need occupations. Additionally, the University triennially tracks the percentage of graduates employed one-year after graduation.

Nursing

Data for this year indicates that applications and enrollment into the program have remained relatively stable (Additional Indicators 3-6). The number of undergraduate nursing majors enrolled for fall 2014 was 601, while 33 graduate nursing majors were enrolled during the same time period. The number of nursing baccalaureate and graduate degree recipients decreased slightly to 92 (Objective 2.5). Given that the previous year included a record number of degree recipients, the current number is on par with trends seen in prior years.

Teacher Education

The overall number of teacher education enrollments has decreased by 23 students to a total of 1,253. Most of this decline was due to lower enrollments in the Elementary and Secondary Education programs. However, the number of teacher education graduates from SU (Objective 2.3) increased slightly this year from 332 to 338. It is hoped that the number of graduates will continue to increase in the future.

STEM

Since 2009, SU has increased the number of students enrolled in STEM programs by 29%. The current data indicates that, in 2013-14, SU graduated 295 STEM majors (Objective 2.4), an increase of 3% from the previous year. Over the past five years, the University has increased STEM graduates by more than 42%.

Employment

As mentioned previously, alumni data are collected by the University every three years. Based on responses from graduates in 2012-13, 87% of those responding to an alumni survey were employed one year after graduation (Objective 2.2), with 75% employed in the state of Maryland (Objective 2.1). Additionally, SU estimates that, of the 93 Bachelor of Science in Nursing graduates in 2012-13, approximately 71 are working in the state of Maryland (Additional Indicator 7). By providing a quality education, SU graduates are readily employable and prepared to be successful in their future careers and life.

RESPONSES TO THE COMMISSION

For the 2014 MFR reporting cycle, the Commission had the following comments:

Objective 2.3   The number of Teacher Education graduates will increase from 277 in 2009 to 286 in 2014.

Commission Assessment: The University is to be commended on surpassing its benchmark for teacher education graduates and graduating 332 students in 2014. The Commission notes that enrollments in the program have decreased from a peak of 1407 in 2012 to 1276 in 2014. Please discuss the factors that have contributed to the University's success in graduating students from the teacher education program and what steps it is taking in an effort to increase enrollments.

Salisbury University Response:
While enrollment in teacher education programs has been declining, the department has sought ways to continue to attract qualified education majors. Faculty continue to attend conferences to market the education programs. Additionally, faculty regularly meet with admission's staff to discuss the programs and provide information that can be used during recruiting efforts. Program faculty also attend college fairs at community colleges and promote SU's programs through various Professional Development School sites. Faculty have held PRAXIS Core workshops for students to help prepare them for the new test which replaced Praxis I a program admission requirement. This helped to increase student preparation and graduation from the program.

Commission Assessment (not tied to a specific indicator): In the 2013 Performance Accountability Report, the University described a number of strategies and initiatives aimed at improving retention and graduation for all students, including African American students. These included: supplemental instruction course offerings, living-learning communities and intrusive advising through the Center for Student Achievement for students receiving a grade of "D" or "F." Please update the Commission on the outcomes of these interventions, noting any evidence of the effects they may have had on the target student populations.

Salisbury University Response:
SU utilizes a number of initiatives to help narrow the achievement gap. These initiatives include mid-semester reporting and advising, living learning communities (LLCs), and supplemental instruction (SI). Overall, the impact of the three initiatives implemented to close the achievement gap has been positive.

With respect to student grades and retention rates, SI and LLCs have had the greatest impact on improving first-year student performance and success. Students who attended five or more SI sessions had higher first-year grades than students who attended less than five SI sessions (3.20 vs. 2.88). SI students who attended five or more sessions also had higher second-year retention rates than those who attended less than five sessions and the overall population of first-time students (89% vs. 81% vs. 82%). Similarly, students enrolled in an LLC had higher first-year grades than those that were not in an LLC during their first year at SU (3.16 vs. 2.98). The data also showed that LLC participants were retained into their second year at higher rates than non-LLC participants (87% vs. 81%).

Another program aimed at keeping students on track is the mid-semester reporting process. All first-time, first-year students with a faculty reported "D" or "F" at mid-semester are contacted by the Center for Student Achievement (CSA) in an attempt to offer some form of academic support or advising. Students that attended the CSA for academic support had higher grades at the end of their first year (2.50) than those that had a "D" or "F" at mid-semester but did not attend the CSA (2.44). Additionally, students that attended the CSA following poor mid-semester performance were retained into their second year at higher rates (79%) than students that did not seek out assistance at the CSA (69%).

The positive results of the mid-semester reporting intervention led to an expansion of tutors at the CSA and the opening of two additional CSA sites on campus. The initiative appears to be successful and proving to be more effective each year. As a compliment to the mid-semester reporting program, SU recently implemented a mandatory remediation requirement for all freshmen and sophomores on academic probation.

At the start of the spring 2015 semester, 275 freshmen and sophomore students were on academic probation. Freshman and sophomore students on academic probation (below 2.0) were required to attend a 3-hour Success Summit or 3 hours of academic coaching. Approximately 46% participated in an academic probation intervention during the spring semester. Of those that participated, 51% were removed from probation, compared to 42% of students that did not participated in a probation initiative. The University will continue to monitor the success of the academic probation program in improving student grades and retention.

KEY GOALS AND OBJECTIVES

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

   Objective 1.1 Increase the percentage of nursing graduates who pass on the first attempt the nursing licensure exam from 89% in FY 2014 to a rate of 95% in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Quality	Nursing (NCLEX) exam pass rate	96%	95%	89%	89%

   Objective 1.2 Maintain the percentage of teacher education graduates who pass the teacher licensure exam at the FY 2014 rate of 100% into FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Quality	Teaching (PRAXIS II) pass rate[1]	99%	100%	100%	97%

   Objective 1.3 Increase the percentage of SU graduates who are satisfied with their level of preparation for graduate or professional school from 97% in Survey Year 2014 to 98% in Survey Year 2017.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Quality	Satisfaction w/preparation for graduate school[2]	99%	100%	100%	97%

   Objective 1.4 Increae the percentage of SU graduates who are satisfied with their level of preparation for employment from 95% in Survey Year 2014 to 98% in Survey Year 2017.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Quality	Satisfaction w/preparation for employment[2]	97%	99%	95%	95%

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

   Objective 2.1 Increase the estimated percentage of graduates employed in Maryland from 77.1% in Survey Year 2014 to 78% in Survey Year 2017.

Performance Measures

		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome	Percent of Bachelor's degree recipients employed in MD[2].	70.7%	70.5%	75.2%	77.1%

Objective 2.2   Maintain the percentage of graduates employed one-year after graduation at the Survey Year 2014 rate of 100% into Survey Year 2017.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome	Percent employed one-year after graduation[2]	96%	95%	87%	100%

Objective 2.3   The number of Teacher Education graduates will increase from 332 in FY 2014 to 350 in FY 2017.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	The number of Teacher education enrollments[3]	1407	1348	1276	1253
Output	The number of Teacher education graduates	291	299	332	338

Objective 2.4   The number of graduates in STEM-related fields will increase from 287 in FY 2014 to 341 in FY 2017.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of enrollment in STEM programs[3]	1304	1376	1403	1418
Output	Number of graduates of STEM programs	244	260	287	295

Objective 2.5   Maintain the number of Nursing degree recipients at the FY 2014 level of 110 into FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of undergraduate nursing majors[3]	578	570	583	601
Output	Number of baccalaureate degree recipients in nursing	84	87	93	86
Input	Number of graduate nursing majors[3]	42	49	28	33
Output	Number of graduate degree recipients in nursing	14	8	17	6
Output	Total number of Nursing degree recipients	98	95	110	92

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

Objective 3.1   Increase the percentage of African-American undergraduates from 12.0% in FY 2014 to 14.6% in FY 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual

		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Percentage of African-American undergraduates[4]	10.8%	11.3%	12.0%	12.9%

Objective 3.2   Increase the percentage of minority undergraduates from 23.2% in FY 2014 to 26.8% in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Percentage of minority undergraduates[4]	20.2%	21.6%	23.2%	24.1%

Objective 3.3   Increase the percentage of economically disadvantaged students attending SU from 52.6% in FY 2014 to 55.1% in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Percentage of economically disadvantaged students attending SU[3]	49.4%	50.2%	52.6%	53.4%

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

Objective 4.1   The second-year retention rates of SU first-time, full-time freshmen will increase from 82.5% in FY 2014 to 86.3% in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	2nd year first-time, full-time retention rate: all students[5]	85.5%	85.9%	82.5%	84.9%

Objective 4.2   The second-year retention rates of SU first-time, full-time African-American freshmen will increase from 85.0% in FY 2014 to 89.0% in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	2nd year first-time, full-time retention rate: African-American students[5]	85.4%	84.6%	85.0%	89.0%

Objective 4.3   The second-year retention rates of SU first-time, full-time minority freshmen will increase from 81.1% in FY 2014 to 86.1% in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	2nd year first-time, full-time retention rate: minority students[5]	86.4%	84.4%	81.1%	85.5%

Objective 4.4   The six-year graduation rates of SU first-time, full-time freshmen will increase from 73.2% in FY 2014 to 75.0% in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	6-year graduation rate of first-time, full-time freshmen: all students[5]	71.6%	73.1%	73.2%	73.0%

Objective 4.5   The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 62.0% in FY 2014 to 68.1% in FY 2019.

Performance Measures		2012	2013	2014	2015

		Actual	Actual	Actual	Actual
Output	6-year graduation rate of first-time, full-time freshmen: African-American students[5]	62.8%	70.4%	62.0%	66.1%

Objective 4.6   The six-year graduation rates of SU first-time, full-time minority freshmen will increase from 59.5% in FY 2014 to 69.3% in FY 2019.

		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Performance Measures					
Output	6-year graduation rate of first-time, full-time freshmen: minority students[5]	63.2%	65.5%	59.5%	68.4%

Additional Indicators[6]

		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Performance Measures					
Outcome	Median salary of SU graduates	$34,711	$39,814	$34,422	$37,500
Outcome	Ratio of the median salary of SU graduates (one year after graduation) to the median salary of the civilian workforce w/bachelor's degrees[2]	.82	.84	.72	.75

		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of applicants to the professional nursing program	248	234	187	195
Input	Number of applicants accepted into the professional nursing program	104	102	102	102
Input	Number of applicants not accepted into the professional nursing program	144	132	113	93
Input	Number of applicants enrolled in the professional nursing program	104	102	102	102

		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome	Estimated number of Nursing graduates employed in MD as nurses[2]	57	55	71	51

1. Praxis II test results arereported on a cohort basis. The test period for 2014 actually ran between 10/1/2012 and 9/30/2013.
[2] All data for this indicator are from the MHEC triennial Follow-up Survey of Graduates. The next MHEC survey will be conducted in fiscal year 2017.
[3] Actual 2014 data are from fall 2013.

TOWSON UNIVERSITY

MISSION

Towson University fosters intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional
atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

INSTITUIONAL ASSESSMENT

Overview
Towson University (TU) continues to follow the strategic plan established two years ago. Interim President, Dr. Timothy Chandler, Interim Provost, Dr. Maggie Reitz, and the senior leadership team of Vice President for Administration and Finance & Chief Financial Officer, Mr. Joseph J. Oster, Vice President of Student Affairs, Dr. Deb Moriarty, Vice President of Development, Dr. Gary Rubin, Vice President of Marketing and Communication, Ms. Josianne W. Pennington, Vice President of Innovation and Applied Research, Ms. Dyan Brasington, and Athletic Director Mr. Timothy Leonard, continue to emphasize the 10 institutional priorities specified in the TU 2020 plan (www.towson.edu/main/abouttu/tu2020/index.asp), namely:

> A) Academic Excellence & Student Success
> B) Innovation in Teacher & Leader Preparation
> C) STEM Workforce Development
> D) Innovation, Entrepreneurship, and Applied Research
> E) Internships and Experiential Learning Opportunities
> F) A Model of Leadership Development
> G) A National & International Reputation for Arts and Arts Education
> H) A Model for Campus Diversity
> I) Student, Faculty, Staff and Community Well-Being
> J) Excellence in Athletics

TU 2020 integrates, and expands on, Towson University's earlier TU 2010 and TU 2016 strategic plans. As with TU 2010 and TU 2016, TU 2020 focuses on academic quality, diversity, student success, STEM and other critical state workforce needs, and other areas that mirror and contribute to the goals of both the 2013 Maryland State Plan for Postsecondary Education and the 2010 strategic plan of the University System of Maryland. Institutional performance under key elements of the plan is designed to be measured through the goals and objectives included in TU's Performance Accountability Report (PAR) / Managing for Results (MFR) Report.

The following document reviews progress on the goals and objectives contained in TU's PAR/MFR report. We have included a crosswalk under each of the goal statements to further demonstrate connections between the goals and objectives of TU's PAR/MFR, TU 2020, and the 2013 Maryland State Plan.

Performance Accountability/Managing for Results Goal 1: Create and Maintain a Well-Educated Workforce.
(Goal 5 of the Maryland State Plan; Institutional Priorities A, B & C of TU 2020)

Towson University's focus in Goal 1 of its combined Performance Accountability / Managing for Results report is helping Maryland "create and maintain a well-educated workforce." As the third largest public university in the state (second largest excluding the fully online UMUC), the largest comprehensive institution in the USM, the largest producer of K-12 teachers in Maryland, and one of the state's chief sources of nurses and allied health professionals, TU contributes to this goal by:

1) Continually generating substantial numbers of bachelor's degrees to help reach the goal of 55% of Marylanders having a higher education degree by 2025,
2) Producing graduates with teaching credentials, particularly in STEM, and growing enrollments and increasing graduates in STEM areas to address Maryland's significant education and technology workforce needs,
3) Producing highly-skilled, well-trained nurses to address Maryland's nurse shortage and to improve the quality of health care to Maryland residents, and
4) Delivering a high quality education to TU students entering Maryland's workforce.

Overall Student Enrollment & Degrees Awarded.
TU awarded 5,544 degrees in 2014-2015, an increase of 119 degrees awarded from 2013-2014. TU's total headcount enrollment for fall 2015 remained level at 22,284. This total enrollment, however, equals the second largest headcount enrollment for the institution. Undergraduate headcount continued to grow in fall 2015 compared to fall 2014. Conversely, graduate headcount in fall 2015 decreased from the previous fall term, and for the fifth consecutive fall term. Interestingly, however, the total student FTE in fall 2015 of 19,027 was greater than the 18,940 from fall 2014. Similarly, total student credit hours generated in fall 2015 (280,247) exceeded the number generated in fall 2014 (278,622).

TU is examining and modifying its enrollment projection methodologies and is taking this persistent dip in graduate enrollment into consideration. Only a few years ago (2013) TU attained an all-time high headcount of 22,499 after 7 years of increasing enrollments. The observed enrollment flatness the last two years is therefore not surprising, although as noted earlier undergraduate enrollment has maintained a slow and steady annual increase.

Enrollment in K-12 Teacher Training & Degrees Awarded with Teaching Credentials.
Enrollment in undergraduate teacher preparation/training programs at TU in fall 2015 decreased to 1,660, from 1,760 in fall 2014. Students who earned teaching credentials also decreased from 709 in 2013-2014 to 617 in 2014-2015. Pass rates for the PRAXIS II were again high, with a 99% pass rate for undergraduate (565 undergraduates) and a 96% pas rate for post-baccalaureate students (98 graduate students).

Teacher Training Enrollment & Degrees Awarded with STEM Teaching Credentials.
Undergraduate student headcount enrollments in TU's STEM education programs continue to remain strong. Undergraduate student headcount enrollments in TU's STEM education programs in fall 2015 were 143. This is comparable to last fall's 146.

Graduate student headcount enrollments in TU's STEM education programs continued to decrease to 56 in fall 2015 from 105 in fall 2014, and from 127 in 2012-2013. These trends in enrollment and

degrees awarded in the graduate STEM education areas are likely due to a decrease in graduate level, post-baccalaureate teacher training programs, as well as a difficult education job market and reduced professional development funding to school systems.

TU UTeach.
TU's version of UTeach (a pioneering approach to STEM teacher education modeled after University of Texas - Austin's program) is now in its third full year. UTeach headcount enrollments almost tripled in one year from 29 in fall 2012, to 83 in fall 2013, to 92 undergraduate students in fall 2015. We believe enrollment in the UTeach program has steadied and will continue to enroll 90+ undergraduates with possible growth in future years.

Enrollment & Degrees Awarded in STEM.
TU's total number of undergraduate STEM majors was 3,320 in fall 2015. This is an increase from the previous year total of 3,121, is an increase of over 33% from fall 2010, and continues to help the state address STEM workforce preparation (i.e., production of STEM workers in fields other than education). Conversely, during the same period the number of graduate STEM majors decreased slightly in fall 2015 to 694 from 821 in fall 2014. TU awarded 933 STEM degrees and certificates in 2014-2015, which was an increase of 69 from last year's total, and also equals an increase of 54% compared to 2009-2010.

The total number of STEM bachelor's degrees awarded in 2014-2015 was 565, which is an increase from the 534 awarded in 2013-2014, and an increase of over 60% from the 351 degrees awarded in 2009-2010. The total number of STEM graduate degrees and certificates awarded in 2014-2015 was 368, which is an increase from 330 in 2013-2014. We anticipate these patterns continuing as we move forward.

TU continues to expand on programs initiated last year to maintain and improve its number of enrolled STEM majors and STEM graduates, including:
    a) tracking STEM-related courses with high DFW (drop-fail-withdraw) rates.
    b) creating an early warning system for at-risk STEM students.
    c) increasing access to tutoring for STEM-related gateway courses.
    d) establishing baselines for tracking chronic repeaters of STEM-related classes.
    e) assisting students in the STEM Residential Learning Community.
    f) developing online tutorials for math placement exams and for specific courses with a mathematics prerequisite (e.g. Chemistry).

TU plans for enrollment and degree production in STEM-related programs to remain strong over the next three years. Assisting in this will be such accomplishments as:
    g) hard-funding for the continuation and growth of TU's successful "TOPS" STEM program for undergraduates, and hiring of a new permanent TOPS director position.
    h) establishment of a STEM Residential Learning Community in a TU dormitory housing 100 undergraduates.
    i) course redesign projects in mathematics, chemistry and biology, and completion of a new course redesign computer laboratory.
    j) $10,000 from Baltimore Gas & Electric in support of expanding K-12 student access to the Bioscience Education and Outreach Program (SciTech) in the TU Center for STEM Excellence at the Columbus Center.

Enrollment & Degrees Awarded in Nursing.

Enrollments and degrees awarded in nursing at TU remain strong. Nursing undergraduate student enrollment increased to 575 in fall 2015, from 509 in fall 2014, but decreased at the graduate level (going from 65 in fall 2014 to 57 in fall 2015). This latter trend is likely related to a number of factors, including local hospitals reducing tuition assistance and professional development support to its employees. Additionally, our nursing colleagues have informally suggested that many local nurses may have been given reduced work hours recently and, as a consequence, may have had to seek additional types of employment that would decrease their ability to pursue graduate study.

The total number of degrees awarded at TU in nursing also increased to 225 (201 bachelor's; 24 master's) in 2014-2015, from 215 in the 2013-2014 year. Whereas the number of bachelor's degrees in nursing awarded by TU in 2014-2015 increased by 7% (or 14 degrees), the number of graduate nursing degrees awarded from TU in 2014-2015 remained relatively stable at 24, compared to 28 degrees awarded in 2013-2014, and 26 degrees awarded in 2012-2013. Passing rates for the nursing licensure exam, the NCLEX-RN, remained consistent at 83.5% in 2013-2014, and 86.1% in 2012-2013, from an all-time high of 91% in 2011-2012. Data for 2014-2015 are not yet available.

Satisfaction with a TU Education.
The overwhelming majority of undergraduate and graduate student recipients of degrees at Towson University responding to various surveys continue to report satisfaction with their TU education. Specifically, 90% of full-time, employed undergraduate respondents, and 99% of alumni responds currently enrolled in graduate programs indicated satisfaction with their TU education according to the most recent survey of graduates. Over 94% of graduating seniors at TU responding to TU's Spring Semester 2015 Survey of Graduating Seniors indicated TU had met their overall educational goals. It is significant to note that all of these ratings were achieved despite graduates emerging from college at a challenging economic time.

Performance Accountability/Managing for Results Goal 2: Promote Economic Development
(Goal 1 of the Maryland State Plan; Institutional Priorities A, C, D and E of TU 2020)

TU's commitment to promoting economic development is exemplified by TU's substantial overall headcount enrollment (22,284) in fall 2015 and total degrees awarded (5,544) in 2014-2015. Total degrees awarded in 2014-2015 are an increase of over 19% from as recently as 2009-2010. As the state's largest comprehensive institution TU's attention to undergraduates is demonstrated by an increase of 22% in bachelor's degrees awarded during this five-year span.

Additionally, TU's undergraduate alumni reported starting salaries ranging from the low to high $30,000's on MHEC's 2014 Undergraduate Alumni Survey conducted on those undergraduates approximately one year following receiving their degree from TU. TU's undergraduate alumni continue to report a slowly increasing starting salary amount rising from $30,711 in 2000 to $39,999 in 2014 within a slowly emerging economy. Respondents on TU's Spring Term 2015 Survey of Graduating Seniors who reported having been hired into full-time positions indicated an average starting salary of approximately $43,000. We anticipate an increase in this reported starting salary in future surveys as the economy continues to improve and as TU awards more degrees in STEM and health professions areas.

Performance Accountability/Managing for Results Goal 3: Increase Access for and Success of Minority, Disadvantaged Students
(Goals 2, 3, & 4 of the Maryland State Plan; Institutional Priorities A&H of TU 2020)

TU continues to grow the percentage of its undergraduates from the aforementioned groups. Ethnic minority students now account for over one-third of the total enrolled undergraduate body at TU in fall 2015 which is an increase of 14 percentage points since fall 2008. Similarly, the percentage and/or number, of TU's entire undergraduate body who are African-American, first generation, and/or low income continues to grow, and all three enrollments meet or exceed targets established by TU and USM.

Retention Rates of Ethnic Minority Undergraduates.
Increasing the number of ethnic minority undergraduate students is one significant TU achievement; however, more important is how well the university's ethnic minority undergraduate students are retained, progress, and ultimately earn their degree from TU. TU continues to perform extremely well in all of these capacities, achieving and maintaining or exceeding a retention rate of 85% for ethnic minority undergraduate students (versus a 2013 to 2014 retention rate of 89.3%) and for African-American undergraduates (versus a 2013 to 2014 retention rate of 90.1%). The retention rate for African-American undergraduates ranks TU as third highest in the USM and well above the national and USM averages. Retention rates for all ethnic minority undergraduates have varied a bit over the past several years but have still met or exceeded the institutional target of 85% and remain one of the highest retention rates of ethnic minority undergraduates in the USM.

Graduation Rates of Ethnic Minority, First Generation, and/or Low Income Undergraduates.
The six-year graduation rates of TU's ethnic minority undergraduate students continued to increase, reaching 68.5% in 2013-2014 (fall 2008 cohort). Once again, six-year graduation rates of TU's African-American undergraduates increased, reaching 67.6% in 2013-2014 (fall 2008 cohort). These data support our belief that six-year graduation rates for African-American students will continue to improve into the high 60%'s / low 70%'s.

Six-year graduation rates for TU's first-generation undergraduates have varied from a high in the mid 70's in 2009-2010, to mid-60's in 2010-2011, 2011-2012, and 2012-2013, and now sit at 65.0% in 2013-2014.

Similarly, six-year graduation rates for TU's low income undergraduates have now increased consistently from 48.0% in 2010-2011 to 63.6% in 2013-2014. Six-year graduation rates for TU's low income undergraduates varied from the low 60% range in 2008-2009 and 2009-2010 to percentages in the high 40's and low 50's in years 2010-2011, 2011-2012, and 2012-2013.

TU continues to expand on programs initiated last year including:
  a) a tracking system for at-risk students,
  b) enhancement of transfer student advising,
  c) enhancement of tutoring and study skills workshops,
  d) increased resources for academic support programs assisting low-income and first-generation undergraduates.
  e) use of software using "big data" analytics to facilitate student advising and course-taking /scheduling.

Performance Accountability/Managing for Results Goal 4: Achieve and Sustain National Eminence in Providing Quality Education, Research, and Public Service
(Goals 1 & 5 of the Maryland State Plan; Institutional Priorities A, B & C of TU 2020)

TU's most recent (2013-2014) second-year retention rate of 87.5% for first-time, full-time undergraduates who remained enrolled at TU or another Maryland public, four-year institution ranked 3rd highest in the entire USM behind only the University of Maryland, College Park and the University of Maryland, Baltimore County and topped the other USM comprehensive institutions.

Additionally, TU continues to demonstrate excellent six-year undergraduate graduation rates in the mid to high 60%'s, surpassing the USM average. TU's six-year graduation rates have again climbed above the 70% level, reaching 71.4% in 2013-2014.

Not only are TU undergraduates and graduate students being retained and progressing to graduation at high rates, these students report consistently high levels of satisfaction with their TU educational experience. Specifically almost 90% of full-time employed recent undergraduate alumni and over 99% of recent alumni currently enrolled in graduate school, reported satisfaction with the education received at TU. These rates have remained at these high levels for several years and speak to the quality of a TU education and the TU educational experience. Moreover, findings from TU's 2015 Survey of Graduating Seniors also shows that 95% of graduating seniors feel that TU "is a place where diversity is both encouraged and respected" and that 94% felt that TU met their overall educational goals.

RESPONSE TO THE COMMISSION

Objective 3.5   Maintain the six-year graduation rate of **minority students** at or above 70% through FY 2014.

Objective 3.6   Maintain the six-year graduation rate of **African-American students** at or above 70% through FY 2014.

Commission Assessment: In the 2014 Performance Accountability Report, the University briefly listed a number of programs and initiatives launched in 2013 designed to improve academic performance, retention, and graduation for underrepresented students (including first-generation, low-income, and minority students), which are expected to improve performance on these indicators. Please provide any available information on the efficacy of these programs specifically for African American, low-income, or first-generation students, and describe the measures used by the University to determine the effectiveness of these interventions and initiatives.

Definition of Achievement Gap

The USM operationalizes an achievement gap as the difference(s) between 2nd-year retention and 6-year graduation rates of: a) African-American, b) Hispanic, and c) Low-Income (defined as Pell grant recipient) students versus all TU students. An achievement gap equal to, or less than, zero (a negative number) is good.

Retention Rates:

Fall 2013 Cohort	African-American	Low-Income
Cohort's 2nd Year Retention Rate	90%	86%
TU overall 2nd Year Retention Rate	85%	85%

Graduation Rates:

Fall 2008 Cohort	African-American	Low-Income
Cohort's six-year Graduation Rate	66%	63%
TU overall six-year Graduation Rate	68%	68%

The **2nd year retention rates** of the African-American and the Low-Income cohorts both exceeded the TU benchmark. The **6-year graduation rate** of the African-American, and Low-Income cohorts fell below the TU benchmark.

Summary of Initiatives

Specific initiatives at Towson University aimed at facilitating retention and graduation rates of all students (embracing African-American, Hispanic, and/or low-income students) include:
*   First Year Experience (FYE) Advising Program
*   Strategies for Student Success Program (S3) Course
*   Community Enrichment and Enhancement Partnership (CEEP)
*   Students Achieve Goals through Education (SAGE) Program
*   Towson Opportunities in STEM (TOPS) Program

KEY GOALS AND OBJECTIVES

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

> **Objective 1.1** Increase/maintain the estimated number of TU graduates employed in Maryland to 3,400 or above by Survey Year 2017.

	Performance Measures	**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Input	Total enrollment	21,464	21,960	22,499	22,285
Output	Total degree recipients	5,216	5,339	5,425	5,544

	Performance Measures	**2005 Survey Actual**	**2008 Survey Actual**	**2011 Survey Actual**	**2014 Survey Actual**
Outcome	Employment rate of graduates [2]	92.7%	92.4%	87.9%	85.7%
Outcome	Estimated number of graduates employed in Maryland [3]	2,137	2,340	2,490	3,245

> **Objective 1.2** Increase/maintain the number of degrees or certificates awarded in teacher training programs to 725 by fiscal year 2019.

	Performance Measures	**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Input	Number of Students in teacher training programs [4]	1,838[5]	1,760	1,866	1,760
Output	Number of students receiving degrees or certificates in teacher training program	689	697[6]	709	617
Quality	Percent of students who completed the degree or certificate in a teaching training program and passed Praxis II	95%	98%	98%	99%

> **Objective 1.3** Increase/maintain the number of degrees or certificates awarded in STEM (science, technology, engineering and mathematics) programs to 918 by fiscal year 2019.

	Performance Measures	**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**

Input	Number of undergraduate students enrolled in STEM programs[7]	2,576	2,763	3,051	3,121
Input	Number of graduate students enrolled in STEM programs[8]	758	751	794	750
Output	Number of students graduating from STEM programs	738	798[8]	864	927

Objective 1.4 Increase/maintain the estimated number of degrees awarded in nursing to 230 in fiscal year 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of qualified applicants who applied to nursing program[9]	261	195	271	311
Input	Number accepted into nursing program[10]	99	111	172	187
Input	Number of undergraduates enrolled in nursing programs[11]	364	364	438	509
Input	Number of graduate students enrolled in nursing programs[12]	86	85	83	65
Output	Number of students graduating from nursing programs	180	210[13]	215	225
Quality	Percent of nursing program graduates passing the licensing examination	91%	86%	83.5%	N/A[14]

Goal 2: Promote economic development.

Objective 2.1 Increase/maintain the ratio of median TU graduates' salary to the median annual salary of civilian work force with a bachelor's degree to 80% or above by survey year 2019.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome	Median salary of TU graduates[15]	$34,400	$40,035	$38,059	$39,999
Outcome	Ratio of median salary of TU graduates to civilian work force with bachelor's degree[16]	82.3%	84.7%	79.3%	78.8%

Goal 3: Increase access for and success of minority, disadvantaged and Veteran students.

Objective 3.1 Increase/maintain the percent of enrolled ethnic minority undergraduate students to 33% or above in fiscal year 2019. [4]

	2012	2013	2014	2015

Performance Measures		Actual	Actual	Actual	Actual
Input	Percent of minority undergraduate students enrolled[17]	24.0%	26.1%	28.9%	31.3%

Objective 3.2   Increase/maintain the percent of enrolled African-American undergraduates to 18% or above by fiscal year in 2019. [4]

		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Percent of African-American undergraduate students enrolled[18]	13.4%	14.1%	15.2%	16.1%

Objective 3.3   Increase/maintain the ethnic minority undergraduate second-year retention rate to 85% or above by fiscal year 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Second year retention rate of minority students [19]	86.6%	91.8%	90.9%	89.3%

Objective 3.4   Increase/maintain the African-American undergraduate second-year retention rate to 85% or above by fiscal year 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Second year retention rate of African-American students [20]	88.1%	93.0%	92.0%	90.1%

Objective 3.5   Increase/maintain the ethnic minority undergraduate six-year graduation rate to 72% or above through fiscal year 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Six year graduation rate of minority students [21]	58.8%	64.8%	66.0%	68.5%

Objective 3.6   Increase/maintain the African-American undergraduate six-year graduation rate to 72% or above by fiscal year 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Six year graduation rate of African-American students[22]	56.7%	63.8%	63.8%	67.6%

Objective 3.7   Increase/maintain the number of enrolled first-generation undergraduate students to 3,400 or above by fiscal year 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual

Input	First-Generation undergraduate students enrolled[23]	3,309	3,388	3,427	3,332
Output	Six year graduation rate of first-generation students	61.6%	62.7%	62.8%	65.0%

Objective 3.8 Increase/maintain the number of enrolled low-income undergraduate students to 3,150 or above by fiscal year 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Low-Income undergraduate students enrolled[24]	2,613	2,782	2,932	2,991
Output	Six year graduation rate of low-income students	48.0%	49.8%	50.0%	63.6%

Objective 3.9 Increase the number of veterans and service members.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of incoming undergraduate veterans and service members[25]	N/A	55	77	90
Output	Second-year retention rate of veterans and service members	N/A	83.6%	69.8%	81.1%

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

Objective 4.1 Increase/maintain the undergraduate second-year retention rate to 87% or above by fiscal year 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Second year retention rate of students [26]	86.2%	87.8%	88.1%	87.5%

Objective 4.2 Increase/maintain the undergraduate six-year graduation rate to 72% or above by fiscal year 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Sixth year graduation rate of students [27]	68.7%	70.8%	68.7%	71.4%

Objective 4.3 Increase/maintain undergraduate student satisfaction with education received for employment to 90% or above by survey year 2019.

Performance Measures	2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual

Quality	Percent of students satisfied with education received for employment[28]	90.6%	91.6%	90.6%	89.5%

Objective 4.4   Increase/maintain undergraduate student satisfaction with education received for graduate/professional school to 98% or above by Survey Year 2019.

Performance Measures		**2005 Survey Actual**	**2008 Survey Actual**	**2011 Survey Actual**	**2014 Survey Actual**
Quality	Percent of students satisfied with education received for graduate/professional school[29]	97.8%	98.7%	99.2%	99.2%

Goal 5: Maximize the efficient and effective use of state resources.

Objective 5.1   Increase/maintain expenditures on facility renewal to 2% percent by fiscal year 2019.[30]

Performance Measures		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Efficiency	Percent of replacement cost expended in facility renewal and renovation	2.67%	1.82%	5.04%	3.56%

Objective 5.2   Increase/maintain the number of full-time equivalent students enrolled in Towson courses delivered off campus or through distance education to 1,475 or above by fiscal year 2019.

Performance Measures		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Input	Full-time equivalent students enrolled in distance education and off campus courses[31]	1132.0	1375.1	1404.8	1388.2

[2] Data for 2005, 2008, 2011 and 2014 Survey Actual were obtained from the MHEC Alumni Survey follow-up of Bachelor's degree recipients.

[3] Data for 2005, 2008, 2011 and 2014 Survey Actual were obtained from the MHEC Alumni Survey follow-up of Bachelor's degree recipients.

[4] Includes Fall data only.

[5] Originally reported as 1,821. This number was updated to reflect enrollment in Middle School Education, which was a new program in fall 2011.

[6] Originally reported as 694, data review revealed that some degrees were not counted due to changes in internal coding. Fiscal year data have been corrected to reflect the actual.

[7] Includes Fall data only.

[8][8] Includes Fall data only.

[8] Originally reported as 796 awards. A review of data showed that the correct number of STEM awards for FY 2013 was 798.

[9] Includes Fall data only.

[10] Includes Fall data only.

[11] Includes Fall data only.

[12] Includes Fall data only.

[13] This figure was originally reported as 180 due to a data entry error in the 2013 MFR.

[14] The NCLEX-RN pass rates, for 2014-2015, have not been published as of September 2015.

[15] Based on salary of those employed full-time. Data for 2005, 2008, 2011 and 2014 Survey Actual were obtained from the MHEC Alumni Survey follow-up of Bachelor's degree recipients.

[16] Based on salary of those employed full-time. Data for 2005, 2008, 2011 and 2014 Survey Actual were obtained from the MHEC Alumni Survey follow-up of Bachelor's degree recipients.

[17] Beginning Fall 2010, race and ethnicity definitions follow MHEC's *Recommendations for the Standard Reporting of Multi-Race Data*, July 2010. The MHEC Recommendations follow the Integrated Postsecondary Education Data System (IPEDS) adoption of new aggregate categories for reporting race/ethnicity data in accordance with the final guidance issued by the U.S. Department of Education on October 19, 2007. These changes are necessary to implement the Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity.

[18] Beginning Fall 2010, race and ethnicity definitions follow MHEC's *Recommendations for the Standard Reporting of Multi-Race Data*, July 2010. The MHEC Recommendations follow the Integrated Postsecondary Education Data System (IPEDS) adoption of new aggregate categories for reporting race/ethnicity data in accordance with the final guidance issued by the U.S. Department of Education on October 19, 2007. These changes are necessary to implement the Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity.

[19] Actual data provided by MHEC.

[20] Actual data provided by MHEC.

[21] Actual data provided by MHEC.

[22] Actual data provided by MHEC.

[23] Includes Fall data only.

[24] Includes Fall data only.

[25] Includes Fall data only.

[26] Actual data provided by MHEC.

[27] Actual data provided by MHEC.

[28] Data for 2005, 2008, 2011 and 2014 Survey Actual were obtained from the MHEC Alumni Survey follow-up of Bachelor's degree recipients.

[29] Data for 2005, 2008, 2011 and 2014 Survey Actual were obtained from the MHEC Alumni Survey follow-up of Bachelor's degree recipients.

[30] The value of the campus infrastructure is expected to increase with the addition of new facilities.

[31] Includes fall data only.

UNIVERSITY OF BALTIMORE

MISSION

The University of Baltimore provides innovative education in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting. A public university, UB offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service. The University makes excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness; establishes a foundation for lifelong learning, personal development, and social responsibility; combines theory and practice to create meaningful, real-world solutions to 21st-century urban challenges; and is an anchor institution, regional steward and integral partner in the culture, commerce, and future development of Baltimore and the region.

INSTITUTIONAL ASSESSMENT

Progress in Achieving the Benchmarks

Objective 1.1: Through 2017 maintain the percentage of UB graduates employed in their field one year after graduation at a level equal to or greater than the 95%, the highest recorded level in the 2011 Survey. UB graduates have historically had a high level of employment upon graduation. In the 2014 survey, 85.0% percent of the respondents indicated they were currently employed, down from 88.7% in the 2011 survey. This decline of 3.7 percentage point represented the continued effects of a weak economic recovery where graduates were finding employment but less frequently in the field of study. Indeed, most students were already working, just not in their field of study. The 2014 survey indicates that the actual rate of employment is considerably higher (92% of the same survey respondents indicated employment). Given the improvement in the 2014 national employment rate, increased competition for employees will assist in regaining positive growth towards obtaining this goal.

Objective 1.2:   Through 2015 maintain a 75% or greater first-time attempt bar passage rate on the Maryland Bar Examination. Improvements in preparation for the bar exam raised the first-time bar passage to the highest level on record of 85% in 2010. By FY 2013, the University returned to near record levels with a passage rate of 84%; after that the passage rate declined to 80% in FY 2015. Notwithstanding a national decline in bar passage rates, UB performs at a significantly higher level than would be anticipated by peer institution comparisons.

Objective 1.3: Through 2015 maintain the percentage of students earning credits in at least one learning activity outside the traditional classroom at 42% or greater. Forty-five percent of the students in FY 15 were earning at least one credit outside the traditional classroom, higher than the benchmark. The University has steadily performed at this rate, including the current year. The University anticipates continued performance at or above the 44%.

Objective 1.4 (a): Through 2015 maintain the second-year retention rate of all students at 70% or greater. Since first enrolling freshmen in the fall of 2007, the University has seven years of experience with the second-year retention rate within the timeframe of this report. The benchmark used is based on the Consortium for Student Retention Data Exchange (CSRDE) national norms for

second-year retention based on the selectivity level of the institution. The most recent data from CSRDE indicates a 73.7% second-year retention rate for public universities similar to UB. The UB FY 2015 reported freshmen data, i.e., for the fall 2013 freshmen class, had a second year retention rate of 78.8%, the highest on record for UB and well-above the CSRDE benchmark.

Objective 1.4 (b): Through 2015 maintain the second-year retention rate of African-American students at 70% or greater. The most recent data from CSRDE indicate a 69.0% second-year retention rate for African American students in public universities similar to UB. In FY 2014, the second-year retention rate for African American students at UB was 81.9%. The University expects to continue to exceed the national rate as published by CSRDE as well as the stated goal of 70%.

Objective 1.5 (a):   Increase the percentage of students satisfied with educational preparation for employment from 86.5% in Survey year 2008 to 88% in Survey year 2014. The first goal in the University of Baltimore's strategic plan is to enhance the enhance student success and career readiness. Eighty-three percent (83%) of the respondents to the 2014 Survey indicated they were satisfied with the preparation they received for employment. This is a notable gain from the prior-year survey and provides positive re-enforcement to current career development initiatives. It is the University expects that these current efforts will continue to increase student satisfaction culminating in obtaining this goal.

Objective 1.5 (b):   Maintain the percentage of students satisfied with education preparation for graduate or professional school at 100%. As noted above, the first goal in the University of Baltimore's strategic plan is to enhance student success and career readiness. The 2014 survey year recorded 5.6% short of the 100% student satisfaction rate goal. The University intends to continue enhancing its learning and teaching in support of this goal and work to remove even low rates indicating any need for improved satisfaction.

Objective 1.6 (a) The University of Baltimore historically has not had graduation rates to report for undergraduate, first-time, full-time, degree-seeking students. The standard reporting timeframe for making this report is following six-years from the entrance of the above-defined class. The University has two years of graduation data within the timeframe of this report. As with the retention rate objectives above, we believe that the national CSRDE participating institutions provide a comparable benchmark. For institutions with similar selectivity, the CSRDE average is 42.9% graduation for the fall 2008 cohort (most recent available). While UB recorded a graduation rate of 42.9% for the fall 2008 cohort, equaling precisely the national rate.

Objective 1.6 (b) The University has a relatively large proportion of African-American students and graduation rate constitutes a key objective for the institution. The comparative rate from CSRDE for institutions of similar selectivity for undergraduate, first-time, full-time, degree-seeking students is 33.6% for fall 2008. The University is 3.3% points below this mark for fall 2008. In its Closing the Achievement Gap analysis, UB has determined that African American males have a lower enrollment intensity—pace of progression—than majority students, and UB has put several initiatives in place to address increased progression to sixth-year graduation.

Objective 2.1:   Increase to 500 by FY 2015, from 461 in FY 2009, the number of minority students, including African-Americans, graduating with a degree from UB. In FY 2015, the University graduated 676 minority students, exceeding the FY 2015 benchmark by 35%. The University expects to continue performing above the objective in FY 2016.

Objective 2.2:   Maintain the percentage of African-American undergraduates at 42.8%. In FY 2015, 47.0% of the University's undergraduates were African-Americans, a rate nearly identical to the prior year. According to recent Census Bureau projections, March 2009, 42.5% of the population in the University's service area is African-American. The University's undergraduate student body will continue to reflect the population make-up of its service area through 2016.

Objective 2.3:   Through 2017 maintain the percentage of UB STEM graduates employed in Maryland at 91.4% or greater. After having achieved progressive gains in the percentage of STEM graduates employed in Maryland over two successive graduation follow-up surveys, the University record an 86% employment rate in Maryland. The District of Columbia also employed many Maryland-resident STEM degree holders. The number of UB STEM graduates is sufficiently small that a definitive trend is difficult to established, but a Maryland employment rate of 91% remains within the reach of the University.

Objective 2.4:   Increase the percentage of economically disadvantaged students (as measured by financial aid eligibility) from 67% in fall 2009 to 68.5% in fall 2015. In fall 2012, the percentage of economically disadvantaged students was 74.9%, substantially above the fall 2009 mark. Admission of economically disadvantaged students has continued apace, with a resultant increase to 78.0% for fall 2014, significantly exceeding the 68.5% goal.

Objective 3.1: Increase UB's entrepreneurial revenues by 5% a year or greater through 2015 (from $174,427 in 2009). In FY 2012, entrepreneurial revenues decreased by 20%, reflecting changes in federal revenue sources and the weakened economic conditions. The goal of 5% growth over year from 2009 gives a current year benchmark of $233,749. The source of the shortfall is a general reduction in the demand for conference services and facility rental as clients, including the University itself, have reduced spending on conference and facility rental to save state funds.

Objective 3.2:   Increase the percentage of research dollars coming from federal resources to 20% or greater by 2015. In FY 2015 there were 4 federal awards—unchanged from the prior year; but still double the number from two years ago. 4.2% of the research dollars came from federal sources. The Office of Sponsored Research has implemented several programs and strategies to improve our faculty's ability to seek and obtain direct federal funding, starting with internal seed funds. Proactive efforts are focused on the new faculty—all of UB's STEM faculty, for instance, are junior faculty members—to encourage and support the submission of single investigator proposals, particularly in the sciences. The increased emphasis on obtaining federal funding has established a more stable federal base. The amount of federal funding increased by 43% over the prior year.

RESPONSE TO THE COMMISSION

Objective 1.6a: Through 2014, UB will exceed the national benchmark for similarly selective institutions on six-year graduation rates for first-time, full-time, degree-seeking undergraduate students and African-American students.

Commission Assessment: In the 2014 PAR, the University reports falling slightly short of the benchmark goal but expresses optimism that the Fall 2008 cohort will exceed national benchmark standards for African American students. Please provide reasons for this expectation, including any available information on the efficacy of retention programs specifically for African American students, and describe whether the University's analysis suggests that African American students are more or less affected by these, or other, programs.

Institutional Response:
UB's 2015 Closing the Achievement Gap Report identifies an important finding with respect to African American graduation rates. Although African American students do well on year-one to year-two retention, exceeding that of majority students, their enrollment intensity—or how quickly students progress toward completion—declines considerably. Both fifth-year retention and sixth year graduation rates are lower than are predicted based on initial retention, presumably because African American and low economic status students are taking fewer courses in a year than peers. Indeed, we know that eight-year graduation for these students begins to achieve sixth-year rates. UB has put a number of initiatives in place to enhance enrollment intensity, beginning with replacement of developmental courses, new advising technology, enhanced attention to financial aid needs for students who have exhausted Pell funds, and a co-curricular leadership and achievement program for African American males. None of these will turn the enrollment intensity around in one year, but each promises to increase enrollment intensity and thereby increase progression and completion.

KEY GOALS, OBJECTIVES AND PERFORMANCE MEASURES

Goal 1. The University of Baltimore will enhance the quality of learning, teaching and research.

Objective 1.1 Through 2017 maintain the percentage of UB graduates employed in their field one year after graduation at a level equal to or greater than the 95.4% recorded in Survey year 2008.

Performance Measures Outcome	2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Percentage of graduates employed in their field one year after graduation	91.8%	95.4%	88.7%[1]	85.0%

Objective 1.2 Through 2017 maintain a 75% or greater first-time attempt bar passage rate on the Maryland Bar Examination.

Performance Measures Quality	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Percentage of UB Law graduates who pass the Maryland Bar exam on the first attempt	80%	84%	83%	80%

Objective 1.3 Through 2015 maintain the percentage of students earning credits in at least one learning activity outside the traditional classroom at 42% or greater. [6]

Performance Measures Efficiency	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Percentage of students earning credits outside the traditional classroom[2]	44%	44%	44%	45%

Objective 1.4 Through 2015 maintain the second-year retention rate of all students and African-American students at 70% or greater.[2]

Performance Measures Quality	2012 Actual	2013 Actual	2014 Actual	2015 Actual

Second-year retention rate: All students	78.1%	72.9%	67.4%	78.8%
Second-year retention rate: African-American students	78.7%	74.7%	70.7%	81.9%

Objective 1.5 Increase the percentage of students satisfied with educational preparation for employment to 88%, and maintain the percentage of students satisfied with educational preparation for graduate and professional school at 100% through survey year 2017.

Performance Measures Quality	2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Student satisfaction with educational preparation for employment[7]	85%	87%	78%	83%
Student satisfaction with educational preparation for graduate or professional school[4]	100%	100%	100%	100%

Objective 1.6 Through 2015, UB will exceed the national benchmark for similarly selective institutions on six-year graduation rates for first-time, full-time, degree-seeking undergraduate students and African-American students.

Performance Measures Quality	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Six-year graduation rate: All students	NA	NA	37.0%[3]	42.9%
Six-year graduation rate: African-American Students	NA	NA	31.0%	30.3%

Goal 2. The University of Baltimore will increase student enrollment in response to state and regional demand.

Objective 2.1 By fiscal year 2015, increase the number of minority students, including African-Americans, graduating from UB to 500.

Performance Measures Output	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Number of minority Students, including African- Americans, who graduate from UB[4]	514	604	635	676

Objective 2.2 Maintain the percentage of African-American degree-seeking undergraduate enrollment at 42.8%.

Performance Measures Input	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Percentage of African-American undergraduates	45.5%	46.1%	47.1%	47.0%

Objective 2.3 Through 2017 increase or maintain the percentage of UB STEM graduates employed in Maryland at 91.4% or greater.[5]

Performance Measures Outcome	2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Percentage of STEM Graduates employed in Maryland	85%	91%	100%	86%

Objective 2.4 Increase the percentage of economically disadvantaged students to 68.5% in fall 2015.

Performance Measures Input	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Percentage of economically disadvantaged students	73.5%	74.9%	69.7%	78.0%

Goal 3. The University of Baltimore meets community, business, government and not-for-profit needs in the Baltimore metropolitan area and Maryland.

Objective 3.1 Increase UB's entrepreneurial revenues by 5% a year or greater through 2017 (from $174,427 in 2009).

Performance Measures Input	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Increase entrepreneurial revenues by 5% a year	$337,866	$385,000	$307,076	$201,682

Objective 3.2 Increase the percentage of research dollars coming from federal resources to 20% or greater by 2015.

Performance Measures Input	2012 Actual	2013 Actual	2014 Actual	2015 Actual
The number of federal awards	5	2	4	4
Percentage of research dollars from federal sources	10%	6%	4%	4%

Note: All surveys refer to the biannual or triennial MHEC Follow-Up Survey.
The indicator represents the number of students registered for on-line, independent study, internships, and study abroad divided by total number of students.

1. 2011 survey number reported earlier (94.0%) was changed in FY 14 to correct a coding error which affected the total.
2. The indictor represents the number of students registered for on-line, independent study, internships, and study abroad divided by total number of students.
3. The university is using national norms (CSRDE) to establish benchmarks, which it expects to exceed under this objective.
4. Refers to baccalaureate recipients who completed the MHEC Follow-Up Survey one year after graduation.
5. Fiscal 2015 is the second year in which a traditional first-time, full-time six-year graduation rate is available for UB. The comparison group used by UB to establish its benchmark is the CSRDE (Consortium for Student Retention Data Exchange). The "within-institution" rate is used rather than the MHEC statewide rate.. If the state-wide graduation rate were used, UB's graduate rate would rise to 48% for all students and 35% for African American students for the FY 15 reporting period..
6. Prior year totals have been realigned to reflect actual reporting within the time frame established in the definition. Fiscal 2010 was the first time the new federal IPEDS codes for race/ethnicity were used.
7. STEM currently consists of: Applied Information Technology (HEGIS Code 07202), Management Information Systems (HEGIS Code 070200), and Simulation and Digital Technology (HEGIS Code 079910).

UNIVERSITY OF MARYLAND – EASTERN SHORE

MISSION

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery, and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES is a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the Nation, and the World.

INSTITUTIONAL ASSESSMENT

Overview
This is the fifth report for the 2009-2014 Managing for Results cycle. It is also the beginning of the new 2015-2019 cycle. Consequently, the matrix of goals and objectives included in this report reflect updates of the new cycle. Overall, student headcount enrollment at the University of Maryland Eastern Shore (UMES) has experienced some growth. Undergraduate headcount enrollment grew from 3,531 in the fall of 2013 to 3,571 in 2014, while the graduate headcount has grown from 691 to 710. UMES continues to maintain a diverse student population during the period of this report, with student enrollments from 23 Maryland counties and Baltimore City; 32 states in the United States (including the District of Columbia); and 30 foreign countries.

New academic and student support programs continue to define UMES as a modern comprehensive university, while honoring its unique institutional mission as a land-grant university that targets the urgent need for workforce development on the Eastern Shore of Maryland and beyond. New programs include bachelor's degree programs in Finance, Marketing, Jazz and Popular Music; master's degree programs in Cyber Security Engineering and Pharmaceutical Sciences; and a doctoral degree in Pharmaceutical Sciences.

UMES' strategic priorities are guided by five goals that focus on high quality of instruction, access, affordability, student learning outcomes, diversity, economic growth, and overall effectiveness and efficiency. The 2011-2016 Strategic Plan complements and supports the current Maryland State Plan for Postsecondary Education's five priority themes: 1) Quality and Effectiveness, 2) Access and Affordability, 3) Diversity, 4) Student Centered Learning Systems, and 5) Economic Growth and Vitality.

Accountability Goals, Objectives, and Performance Measures
As in previous years, the University strategic plan's five goals have guided the Managing for Results (MFR) effort over the course of AY 2014-2015. The aggressive agenda of the plan sets the course for progress and advancement in the following five key areas:

  (1) Develop, strengthen, and implement academic programs that are responsive to the UMES mission and are systematically reviewed for sustained quality, relevance, and excellence to meet

the challenges of a highly competitive and global workforce (**MFR Objectives 1.1, 1.2, and 1.3**), which provides insight into preparedness of graduates.

UMES is consistently reviewing its program offerings to ensure that it meets effectively the needs of its students and other stakeholders. Beginning in fall 2014, a total of 175 students enrolled in the three-year Doctor of Pharmacy program. Forty nine of these students graduated with the Doctor of Pharmacy Degree in spring of 2015. The relatively new programs of Rehabilitation Psychology continued to increase its enrollment from 70 (fall 2012) to 99 (fall 2014). Meanwhile, UMES continues to pursue course redesign actively. Encouraged by the positive outcomes of students in the redesigned Principles of Chemistry I Course, UMES to date has successfully redesigned 15 courses.

(2) Enhance university infrastructure to advance productivity in research, economic development, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development and competitiveness (**MFR Objectives 2.1, 2.2, 2.3, and 2.4**), which monitors the value that UMES provides and includes measures regarding access to higher education for many citizens of the State of Maryland.

The fall 2014 student and faculty profiles indicate that UMES continues to be among the most diverse HBCU campuses in the University System of Maryland (USM), and in the nation. The ethnic distribution of undergraduate students for fall 2014 was: Black 66%, White 16%, Asian 2%; Hispanic 2%, Foreign 3%, Two or More Races 9%, and Others 2%. In addition, 79% of the students came from the 23 Maryland counties and Baltimore City, with Prince George's, Wicomico, and Montgomery accounting for 23%, 10%, and 8% of the enrollment, respectively.

(3) Promote and sustain a campus environment that supports a high quality of life and learning that positively impacts retention through graduation and produces knowledgeable and culturally competent citizens able to effectively lead and compete globally (**MFR Objectives 3.1 and 3.2),** which monitors progress towards sustained growth in providing education and employees in areas of critical workforce needs in the state and nation.

UMES recognizes the shortage of teachers entering the State's classrooms, particularly on the Eastern Shore. In the area of training of teachers, UMES has maintained a 100% pass rate in PRAXIS II over the past nine years (i.e., 2006-2014). Following the reaffirmation of accreditation visit of spring 2009 by the National Council for the Accreditation of Teacher Education (NCATE) UMES remains designated as a special education programs' national model.

To address the issue of producing a globally competent citizenship, UMES continues to support a comprehensive international program through its initiatives of 1) International Students and Scholars, and 2) Globalization of the Curricula. Through six cooperative agreements between UMES and the U. S. Department of Agriculture, UMES provides technical assistance to the U. S. Agency for International Development (USAID). In FY 2014, UMES provided 12 long-term advisors assigned to USAID offices in Washington DC, an increase of 71.4% on the FY 13 number, to provide technical assistance and training to several countries in Africa.

(4) Enhance academic and administrative systems to facilitate learning, discovery and community engagement to gain national and international eminence (**MFR Objectives 4.1, 4.2, 4.3, and**

4.4), which helps gauge the University's growth and student success as demonstrated by retention and graduation rates.

The University of Maryland Eastern Shore continues to be proactive in its approach to online learning and enrollment in distance education. While students continue to benefit from traditional face-to-face instruction as they have in the past, they also have Blackboard as an additional resource for communication. UMES continues to add "hybrid" courses and fully online courses to its curriculum as pointed out in section 1 above. "Hybrid" courses provide students with less classroom time and some online work. The University has increased the number of students taking on-line, web-assisted and web-based courses from 1,852 (FY 2014) to 1,973 (FY 2015), exceeding its target of 1,000 students by 2014 by 97% (see objective 2.3 of MFR matrix).

UMES is the lead institution in the $40,000,000 Living Marine Resources Cooperative Science Center (LMRCSC), which was established in 2001 with funding by the National Oceanic and Atmospheric Administration's (NOAA's) Educational Partnership Program (EPP). The Center is one of five centers established nationwide by NOAA EPP. LMRCSC supports research and training of students in NOAA-related sciences in order to increase science competency and competitiveness of U.S. workforce. Since its establishment in 2001, over 15 LMRCSC graduates with M.S. and Ph.D. degrees in fisheries have been employed by NOAA.

(5) Efficiently and effectively manage the resources of the University and aggressively pursue public and private resources to support the enterprise **(MFR Objectives 5.1, and 5.2),** which monitors UMES' progress as it maintains its legacy as an 1890 Land-Grant institution and continues its advance to become a Carnegie Doctoral Research University (DRU). In FY 2015 UMES awarded 21 research/scholarship doctorates, meeting the threshold number for this Carnegie classification.

In an effort to manage university resources efficiently and effectively, UMES continues to encourage all its divisions, departments, and units to aggressively pursue external public and private funds to support the academic enterprise at the University. The University continues to be successful in its efforts to raise funds through grants and contracts and donations from friends and alumni of the University.   In FY 2015 UMES raised $21,445,048 in grants and contracts, and it also achieved budget savings of 4.6%, exceeding its annual target of 1% in cost savings.

Academic Quality

Accreditation and Licensure

UMES has continued to be successful with its teacher licensure assessments. For ten consecutive years (i.e., FY 2006 - FY 2015), UMES has reported 100% pass rate on the PRAXIS II examinations for teacher candidates. This is a remarkable performance (**Objective 1.1).** Such a significant performance in licensure examinations is the result of new and innovative programming to better assist students to prepare for the examination. For example, the teacher education computer laboratory continues to provide all students with an opportunity to review and study in an innovative and conducive environment for learning.

UMES maintains 28 professional accreditations for its programs including accreditations for its Business, Management, and Accounting programs from the Association to Advance Collegiate Schools of Business (AACSB), PGA Golf Management (PGA), Construction Management (ACCE), Physical Therapy (CAPTE), Human Ecology (CADE), Education (16 programs) [NCATE],

Rehabilitation Services (NCRE), Physician Assistant (ARC-PA), Hospitality & Tourism Management (ACPHA), Engineering (Accreditation Board for Engineering & Technology – ABET), and Chemistry (ACS). Meanwhile, UMES is in the process of preparing a Self-Study Reportfor the Middle States peer review in 2016.

Faculty
Faculty members are key to the success of any postsecondary institution in the delivery of its mission. UMES is fortunate to have academically strong, diverse, and dedicated faculty that are committed to helping students, many of whom are economically and educationally disadvantaged, to succeed in their studies, as well as engaging in scholarly and outreach activities, and leveraging resources to support the work of the University. The proportion of UMES full-time instructional faculty with terminal degrees in their respective disciplines has increased from 70% (FY 13) to 77% (FY 2014). Based on the 2014 Student Satisfaction Survey, seven in ten students expressed satisfaction/great satisfaction with their educational experiences at UMES.

UMES continues to make a significant contribution to the State of Maryland by reaching out to first generation college students and maintaining its commitment to the representation of this group. In the fall of 2014, demographic information from undergraduate students confirmed that 55% were first generation (**Objective 2.1**). Also, 57% of UMES students were economically disadvantaged. In addition, overall student diversity continues to be strong at UMES where 30 countries are represented (**Objective 2.2**) and 33% of the fall 2014 enrollment was non-African American students. UMES also continues to serve a significant number of Maryland residents. In fall 2014, 79% of the student population was Maryland residents and Prince George's (23%), Wicomico (10%), and Montgomery (8%) counties as well as Baltimore City (8%) accounted for most of the Maryland enrollment. UMES' unique programs (e.g., Hospitality & Tourism Management, Physical Therapy, Physician Assistant, Engineering, and Pharmacy); and relatively low in-state cost of education (i.e., in-state tuition and fees amounting to $7,287 per annum in FY 2015) continued to be major attractions.

Enrollment in Distance Education and Off-Campus Courses
The University of Maryland Eastern Shore continues to make gains on its online learning and enrollment in distance education (**Objective 2.3**). In FY 2015, 1,973 students enrolled in distance education courses, an increase of 6.5% over its FY 2014 enrollment of 1,582. The Office of Instructional Technology has developed a set of guidelines and standards for fully online courses and continues to provide training and functional assistance for faculty. UMES uses both online and hybrid course formats. A majority of students continue to attend traditional classroom sessions as they have done in the past, but also have WebCT/Blackboard as an additional resource.

Although traditional classroom time is still deemed necessary, students benefit from having more flexible schedules for completing their work, including the development of abstract thinking skills, and from the fulfillment of great technical responsibility, consistent with the needs of the technological age. Students and faculty will continue to be jointly responsible for using alternative learning and teaching styles consistent with current web technology. UMES has already surpassed the target of 1,000 students taking online courses by 2014 by 97.3% (**Objective 2.3**).

Retention and Graduation Rates
The second-year retention rate for fall 2013 has increased from 73% (fall 2012 cohort) to 77% (fall 2013 cohort). This improvement notwithstanding, retention and graduation rates continue to be major challenges for UMES. An important initiative by the president of UMES continues to be the placement of undergraduate student retention in the first place of UMES' strategic priorities for all divisions and

units. All divisions are required to include a retention objective in their strategic operational plans. In addition, several programs have been put in place to maintain the upward trajectory of the retention trend. First, a redesigned Summer Bridge Program continues to be implemented to help students increase their academic preparation by providing first year courses in Math, Reading, and Writing for credit in the summer. Second, workshops on personal growth and career development are being offered to students to prepare them for lifelong learning and the workplace (**Objectives 4.1, 4.2, 4.3 and 4.4**).

Maryland Workforce Initiatives and Partnerships
UMES is keenly aware of the shortage of teachers entering the State's classrooms, particularly on the Eastern Shore. The University is committed to providing support for aspiring pre-service teachers and those returning for training at the advanced levels. For the 2014-2015 academic year, the Education Department continued to provide students scholarships through six scholarship awards: Hazel Endowment, Frank J. Trigg Scholarship Fund, Whittington Scholarship, Allen J. Singleton Scholarship Fund, Melvin J. Hill Teacher Education Fund, and Nicole Dobbs Teacher Development Fund. Other efforts to address the teacher shortage include: working with State community colleges to provide support for Associate of Arts in Teaching (AAT) candidates; 2) working with Salisbury University on a joint Master of Arts in Teaching degree program designed for career changers; 3) participating at recruitment fairs, including statewide events; and 4) collaborating with local school systems to customize programs that lead to certification for uncertified teachers.

In AY 2015, UMES awarded 577 bachelor's degrees. This represents a slight decline of 1.4% on the 585 degrees awarded in AY 2014 but represents a significant contribution by UMES towards the State's goal of 55% of Marylanders having a college degree by 2025.

Cost Containment Efforts in FY 2015
The University of Maryland Eastern Shore continues its efforts to maximize the effectiveness and efficiency in the use of all resources (**Goal V**). The efficiency efforts have saved the University over $6 million in FY 2015. These efforts are as follows:

Table 3: FY 2015 Efficiency Summary ($000)

General Category	Item & Result	Amount
Technology Initiative	Consolidated phone switch	$20
Business Process Reengineering	In-house maintenance of phone switch	60
Redefinition of Work	Use of student employees in IT in lieu of two full-time employees	80
Technology Initiative	Continued server virtualization to offset hardware costs	75
Business Process Reengineering	Outsourcing food service provides efficiencies and enhances offerings	1,000
Business Process Reengineering	Use of procurement cards for small procurements	200
Business Process Reengineering	Electronic Bid Board for distributing information via the web	$10
Business Process	Utilizing the disbursement process in KFS	40

General Category	Item & Result	Amount
Reengineering		
Business Process Reengineering	Utilizing online requisitions in KFS	40
Business Process Reengineering	Utilizing MEEC contracts for hardware, software, IT training and services	200
Business Process Reengineering	Cooperative Purchasing on contracts	75
Business Process Reengineering	Financial Aid bulk mail moved to automated process	10
Energy Conservation Program	High efficiency lighting installation in all major upgrades	60
Partnership with External Entities	Computer recycling program	10
Business Process Reengineering	Delay vehicle purchases	400
Business Process Reengineering	Hiring Freeze	2,600
Business Process Reengineering	In-house printing of tickets	12
Collaboration with Academic Institutions	Collaborative programs with SU involving two dual degree programs and one graduate degree program	200
Energy Conservation Program	Collaboration with of USM Institutions in Procuring Electricity	300
Energy Conservation Program	Load Shedding	80
Energy Conservation Program	Energy Management of buildings via remote access and control	250
Partnership with External Entities	Expanded use of Hawk Card to additional off-campus sites	15
Technology Initiative	Automated computer patch management	7
Technology Initiative	Continued implementation of Image Document Management Systems	15
Business Process Reengineering	Use of in-house professionals to conduct staff trainings	10
Business Process Reengineering	Centralized university printing and document center	200
Competitive Contracting	Negotiated free pick-up of surplus inventory	1
Energy Conservation Program	Expanded recycling efforts avoiding landfill fees	5
Business Process Reengineering	Charging of state gas cards by department	5
Entrepreneurial Initiative	Metal recycling	5
Business Process Reengineering	Fuel tank upgrade to fully account for usage and storage	15

General Category	Item & Result	Amount
Business Process Reengineering	Increased use of electronic forms	50
		$6,050

Summary

The University of Maryland Eastern Shore has made good progress in meeting its Managing for Results (MFR) goals and objectives during the period of this report. Academic quality as demonstrated by consistently high performance on national certification examinations such as the PRAXIS II, Pharmacy, and Physical Therapy; the number of accredited/reaffirmed academic programs (i.e., 28 programs) or in the pipeline for accreditation, and number of students taking distance education courses (1,973, exceeding the five year target of 1,000 by 97.3%) provide strong evidence of this progress. In addition, UMES continues to fulfill its mission of providing access to under-served, low-income (57%), and first generation (55%) students who are projected to be the main source for recruitment by postsecondary institutions in the future. In addition, UMES continues to be among the most diverse in its student and faculty/staff profiles among Maryland's public postsecondary institutions. It continues to contribute effectively to Maryland's goal of having 55% of Marylanders with a college degree by 2025. The number of bachelor's degrees (577) awarded in AY 2014-2015 demonstrates UMES' commitment to supporting the State's goal. UMES was also very effective in raising funds from grants and contracts to support the education enterprise and in the use of cost cutting measures during the period of this report.

RESPONSE TO THE COMMISSION

Objective 3.1 Increase the total number of teacher education graduates from 23 per year in 2009 to 30 per year in 2014.

Commission Assessment: In 2013 the Commission observed that graduation rates for the teacher education program had decreased but enrollments had increased. The University responded that the perceptions of the teaching field and requirements to become a teacher were factors contributing to declines in graduates. The University also noted some initiatives it had embarked upon in the hopes of increasing enrollments. Please discuss in detail these initiatives and the short-term indications of their success.

UMES Response

UMES takes seriously its role of preparing teacher candidates to enter the teaching profession, particularly, to prepare them to fill teaching positions in critical shortage areas. The University continues its commitment to providing financial and academic support for aspiring pre-service teachers and those returning for preparation at the advanced levels. The Education Department provides students with financial assistance through six scholarship awards: Hazel Endowment, Frank J. Trigg Scholarship Fund, Whittington Scholarship, Allen J. Singleton Scholarship Fund, Melvin J. Hill Teacher Education Fund, and Nicole Dobbs Teacher Development Fund. Additionally, targeted recruitment efforts have continued through the following: 1) working with State community colleges to provide support for Associate of Arts in Teaching (AAT) candidates; 2) working with Salisbury University on a joint Master of Arts in Teaching degree program designed for career changers; 3) participating at recruitment fairs, including statewide events; and 4) collaborating with local school systems to customize programs that lead to certification for uncertified teachers. Based on enrollment increases, these recruitment initiatives have yielded positive results. The department intends to continue to intensify recruitment efforts to include targeted recruitment of educators who are currently employed in the school system as teacher assistants and provide them with support in preparing for the Praxis tests.

Although enrollment increases have been realized, graduation remains a challenge. Compounding this challenge is the high selectivity requirements outlined by the Council for Accreditation of Educator Preparation for those entering educator preparation programs. The department has begun implementing these stringent requirements (a minimum of 3.0 grade point average for admission to the teacher preparation program along with the increasingly higher group average performance score on ACT/ SAT/GRE).   These requirements have made it difficult for some students to complete the program. This academic year, the Education Department is reviewing policies regarding transition stages within the program. As part of a pilot-test, the department is currently allowing students to begin their internship before passing the Praxis II test if they had taken the test once and were not successful. Students are permitted to begin the internship and must provide a passing score by the end of their first internship experience. We hope this change will provide them with the experience and knowledge they need to improve their chances of earning a passing score. New approaches to providing intensive Praxis preparation support are also being explored. The online only format seems not to work well with some students.

Commission Assessment (not tied to a specific indicator): In the past several Performance Accountability Reports, the University has described a number of initiatives and programs in place to improve retention and graduation rates in an effort to meet stated benchmarks and better serve its

students. Responses noted that students' retention was a "strategic priority for all UMES divisions and units" and listed a number of initiatives (tied to such areas as housing, advising, tutoring, financial aid) to address this priority. Short-term trends in first-year retention and graduation rates show some improvements, possibly tied to programs and initiatives implemented. Please report any indicators that the programs developed by the University that have had positive effects, to date, for the 2013 cohort, and demonstrate or estimate the effect of these programs on the previous cohorts.

UMES Response
UMES continues to view student retention and graduation rates as a strategic priority for all divisions and operational units. Its annual strategic operational plans for the 2011-2016 Strategic Plan always include SMART (**S**pecific **M**easurable **A**chievable **R**ealistic **T**ime bound) objectives on retention and graduation rates. In addition, every fall semester divisions and operational units are provided retention and graduation rate data for second-year retention and six-year graduation rates by program, ethnicity and economic disadvantage (Pell Grant) to identify areas in need of improvement. Recognizing that retention and graduation rates are affected by many factors including under-preparedness of a significant proportion of its students, inadequate financial aid, and increase in college costs; UMES utilizes multiple overlapping strategies to address the challenges of maintaining an upward trajectory of its retention and graduation rates. There is also a Retention Committee, with representation from all divisions and operational units. This committee is charged with the responsibility for developing and systematically implementing the retention plan.

Using the 2012 cohort as the baseline, UMES increased its second-year retention rate from 73% (fall 2012 cohort) to 77% (fall 2013 cohort), the highest rate since the fall 1999 cohort rate (74%). Strategic initiatives and support services that contributed to the fall 2013 increase in second-year retention rate include the following:

I.   Men Achieving Dreams through Education (MADE)
The MADE initiative was established in fall 2013 as the University's response to the poor rates at which men of color were persisting to graduation. The initiative, which is introduced to students early, entails: the Male Leadership Academy, MADE TV, Men-to-Men Mentoring, and Feed Your Mind. MADE focuses on the holistic development of UMES males. The mission of MADE is to retain, empower, inspire, and encourage the personal growth and development of our campus men. The initiative provides an array of activities and workshops which promote and highlight achievement socially, academically, and professionally.

The initiative intended to connect only 100 young men to the initiative. However, 198 became connected and 150 were active participants in the programs and services. With 2012 as the baseline year, male student retention increased from 73% to 78%, a 5% increase in male student retention.

II. Connections
The peer-to-peer mentoring program, which is referred to as CONNECTIONS, fosters a smooth transition into the university, connects first-year students with upper classmen, and increases the likelihood of students' success and persistence. Freshmen are paired with upper level undergraduate students from all academic majors who have the leadership abilities, commitment, and disposition to help incoming students integrate effectively into the academic and social system of the university. Students participate in projects involving career awareness, civic engagement, community service and social integrity drive the relationships.

During the fall piloted phase (2012), 45 mentee and mentors were identified to participate in the program. At the conclusion of the piloted phase, 42 (93%) mentees (freshmen) enrolled for fall 2013, compared to 76% for the overall first-year student population who did not participate. For the mentor participants, 38 (84%) of the mentors (juniors and seniors) enrolled for fall 2013, 7 mentors graduated in May 2013. The mean grade point average for mentees participating in the program was 2.8. The fall 2013 cohort consists of 101 mentors with a mean GPA of 3.076 and 101 mentees. All mentors and mentees were enrolled for spring 2014, with the exception of four mentors who graduated December, 2013. The CONNECTIONS program increased its participation from the pairing of 97 mentors and 97 mentees in AY 2013-2014 to 107 mentors and 107 mentees in AY 2014-2015.

III. Summer Enrichment Academy (SEA)
The SEA program is a comprehensive six-week summer residential experience that enhances the academic and social development of incoming freshmen prior to the start of their matriculation at UMES. This program is designed to give new first-time freshmen a "jump start" in their academic courses.   In addition, SEA gives students an opportunity to develop friendships and familiarize themselves with the campus, university resources and expectations of college life. The program targets an enrollment of 100 students from the eligible incoming freshmen cohort.

IV. Tutoring Services
Tutoring services are provided free to students who may need additional academic assistance to augment classroom instruction by the Center for Access and Academic Success (CAAS). Tutors are well-trained students who have demonstrated a mastery of content and information in two or more courses and feel comfortable teaching and explaining course material to their peers. The center's goal for tutoring service is to increase student visits from one academic year to the next. This goal was met as indicated in Table I below from fall 2012 AY. There were 1625 peer tutoring visits which increased the following fall 2013 to 2270 peer tutoring visits. Although there was a slight decline in peer tutoring visits for fall 2014, there was a significant increase in study time visits.

Table I: Student Participation in Tutoring Services

	Peer Tutoring	Instructor Tutoring	Study Time
Fall 2012	1625	852	X
Spring 2013	2223	479	X
Fall 2013	2270	872	219
Spring 2014	1890	280	606
Fall 2014	1851	342	626
Spring 2015	1117	219	406

These efforts also include a collaboration with the Department of Mathematics and Computer Science to provide services to address the underperformance and low successful completion rates of students enrolled in fundamental mathematics courses (see Table 2). By way of this partnership--
- The Department of Mathematics standardized all multi-section fundamental courses (syllabi, homework, quizzes, final exams, etc.) and infused required activities (mandatory office hour visits, tutoring, regular quizzes, study sessions, etc.) that hone the organizational and study skills needed for successful study in mathematics and other subjects.
- Mathematics faculty members committed two office hours per week to provide professional tutoring at the CAAS Center. This ensures that students enrolled in mathematics courses would

find faculty members to assist them at any time on Monday-Friday 10:00-4:00 thereby not solely relying on student tutors or one individual professor.

- CAAS staff provided student tutors during weekends and nights.
- CAAS members monitored the attendance rosters of fundamental mathematics courses and contacted students regarding high number of absences to develop a plan to increase attendance and performance.
- CAAS provided space for final examination study sessions.
- CAAS members provided documentation, through the ACCUTRACK student monitoring system, of the number of tutoring hours that students, individually and collectively, obtained per week. Students also received credit if they documented that they pursued tutoring at least two hours per week.

Table 2: Department Of Mathematics and Computer Science Successful Completion Rate of Students Enrolled In Fundamental Mathematics Courses

Course	(Percentage of students receiving grade of "C" or better)	
	Spring 2012	Fall 2014
MATH 101 Intermediate Alg.	33.5%	66.3%
MATH 109 College Alg.	32.9 %	68.4%

V. Other Strategies/Initiatives

Other strategies used by UMES to increase retention and graduation rates that have contributed to the enhanced performance on these indicators include financial support for students with financial need and proactive academic advisement including an online degree audit system for faculty and students. The great success in fundraising by UMES' Division of Institutional Advancement in FY 2015 means an increase in student private awards from 416 in FY 2014 to 481 awards in FY 2015. Similarly, proactive academic advisement and effective degree auditing contributed to a significant increase in the six-year graduation rate for the 2008 cohort (44% compared to 38% for the 2007 cohort), which was the highest rate since 2002.

KEY GOALS AND OBJECTIVES

Goal 1: Sustain, design, and implement quality undergraduate and graduate academic programs to meet the challenges of a highly competitive and global workforce

Objective 1.1 Maintain a minimum passing rate on the Praxis II of 95 percent.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Quality	Percent of undergraduate students who completed teacher training and passed Praxis II	100%	100%	100%	100%

Objective 1.2 Increase the percent of students expressing satisfaction with job preparation from 76 percent in 2014 to 90 percent in 2019.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Quality	Percent of students satisfied with education received for employment	85%	89%	82%	76%

Objective 1.3 Maintain the percent of students expressing satisfaction with graduate/professional school preparation at a minimum of 90% through 2019.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Quality	Percent of students satisfied with education receive for graduate/professional school	95%	96%	88%	85%

Goal 2: Promote and sustain access to higher education for a diverse student population.

Objective 2.1 Maintain the percent of first generation students at a minimum of 40 percent through 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual

	Percent of first generation students enrolled				
Outcome		51%	55%	55%	55%

Objective 2.2   Maintain the percent of non-African-American undergraduate students at a minimum of 25 percent through 2019.

Performance Measures		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Input	Total undergraduate enrollment	3,862	3,758	3,531	3,571
Outcome	Percent of non-African American undergraduate students enrolled	23%	26%	27%	28%

Objective 2.3   Increase the number of students enrolled in courses using distance education technology from 1,852 in 2014 to 3,000 in 2019.

Performance Measures		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Input	Number of students enrolled in distance education courses	1,188	1,373	1,852	1,973

Objective 2.4   Increase the number of students enrolled in courses at off-campus sites from 247 in 2014 to 300 in 2019.

Performance Measures		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Input	Number of students enrolled in courses at off-campus sites	206	207	247	279

Objective 2.5   Maintain enrollment of economically disadvantaged students at a minimum of 43 percent through 2019.

Performance Measures		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Input	Total undergraduate enrollment	3,862	3,758	3,531	3,571
Outcome	Percent of economically disadvantaged students	60%	55%	57%	57%

Goal 3: Enhance quality of life in Maryland in areas of critical need to facilitate sustainable domestic and international economic development.

Objective 3.1   Increase the total number of teacher education graduates from 18 per year in 2014 to 30 per year in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	**3.1a.** Number of undergraduates enrolled teacher education program	40	48	52	31
Output	**3.1b.** Number of students who completed all teacher education programs	21	21	18	23

Objective 3.2   Increase the total number of STEM (science, technology, engineering, mathematics) graduates from 133 in 2014 to 190 in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of graduates of STEM programs	166	103	133	128

Goal 4: Redesign and sustain administrative systems to accelerate learning, inquiry and engagement.

Objective 4.1   Increase the second-year retention rate for all UMES students from 73 percent in 2014 to 80 percent in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Second-year retention rate	72%	73%	73%	77%

Objective 4.2   Increase the six-year graduation rate for all UMES students from 39 percent in 2014 to 50 percent in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Six-year graduation rate	36%	37%	39%	43%

Objective 4.3   Increase the second-year retention rate for African-Americans from 73 percent in 2014 to 80 percent in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual

	Second-year retention rate for African-American students				
Output		72%	72%	73%	78%

Objective 4.4   Increase the six-year graduation rate for African-Americans from 38 percent in 2014 to 50 percent in 2019.

		2012	**2013**	**2014**	**2015**
Performance Measures		**Actual**	**Actual**	**Actual**	**Actual**
Output	Six-year graduation rate for African-American students	37%	38%	38%	44%

Goal 5:   Efficiently and effectively manage University resources and pursue public/private funds to support the enterprise.

Objective 5.1   Raise $2 million dollars annually through 2019.

		2012	**2013**	**2014**	**2015**
Performance Measures		**Actual**	**Actual**	**Actual**	**Actual**
Outcome	Campaign funds raised (million $)	$1.4M	$0.9M	$1.7M	$2.4M

Objective 5.2   Maintain a minimum of at least 1% efficiency on operating budget savings through 2019. (Rate of operating budget savings achieved through efficiency measures)

		2012	**2013**	**2014**	**2015**
Performance Measures		**Actual**	**Actual**	**Actual**	**Actual**
Efficiency	Percent rate of operating budget savings	1.9%	1.8%	2.8%	4.6%

Footnotes:
PRAXIS pass rate – Source: ETS Title II reporting (ETS reports outcomes for the previous year on an annual basis in October)
Retention & Graduation Rates – Source: MHEC Enrollment Information System (EIS) and Degree Information System (DIS)

UNIVERSITY OF MARYLAND – UNIVERSITY COLLEGE

MISSION

The mission of University of Maryland University College is improving the lives of adult learners. We will accomplish this by: 1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world; 2) Providing our students with affordable, open access to valued, quality higher education; and 3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

INSTITUTIONAL ASSESSMENT

University of Maryland University College (UMUC) has been serving adult students in Maryland, the nation, and the world for over 60 years, setting the standard of excellence in adult education. By offering high quality academic programs that are accessible and affordable, UMUC broadens the range of career opportunities available to working students, improving their lives and maximizing their economic and intellectual contributions to Maryland and the nation. As a leading global university distinguished by the quality of our education, UMUC is committed to student success and program accessibility.

In 2015, UMUC developed a new strategic plan for our unique mission with a focus on transforming its learning model improving the learner experience, personalizing learner support, and providing students with workplace-relevant programs. These changes are designed to improve educational outcomes for our students as well as improve student retention, success, and satisfaction. Aligned with improving the learning experience is the strategic goal to adopt a single global operational model so that students abroad or stateside have the same high quality learning experience.

Significant Updates
This year marks the beginning of a five-year cycle for the Managing for Results (MFR) accountability report to the State of Maryland and the University System of Maryland (USM) Board of Regents. In the last cycle, UMUC met or exceeded 12 of the 15 goals that were established five years prior. In the coming five-year period, UMUC has established targets for FY 2019 for these goals. Below is a brief description of significant updates at UMUC.

The stateside headcount enrollment numbers reported to the University System of Maryland (USM) and the Maryland Higher Education Commission (MHEC) increased from 39,557 in Fall 2013 to 47,906 in Fall 2014. This increase is predominantly the result of an administrative change related to the centralization of online course offerings. In previous years, UMUC administered three separate catalogs of online courses for stateside, Europe and Asia students. We did not report Europe and Asia students in our Maryland reports. The three formerly separate online course inventories are now consolidated into one worldwide distance education (WWDE) catalog, which is administered from Maryland. As a result of this reorganization, students who formerly enrolled in overseas online courses are now enrolled in online courses through WWDE. Following federal guidelines for reporting, UMUC is reporting all students taking WWDE courses to the State of Maryland as part of the stateside

headcount. For fall 2015 UMUC anticipates a slight real increase in student headcounts.

UMUC has launched the Center for Innovation in Learning and Student Success (CILSS) to explore ways to improve online and distance learning outcomes using new approaches in technology, data analytics, and learning science.

Increased use of data and learning analytics is also an important aspect of UMUC's fulfillment of its mission. The University leverages dashboard technology to organize and disseminate data visually. For example, the Executive Dashboard combines enrollment, financial, and student success metrics as well as marketing analytics that track spending, applications, enrollments and conversion rates for new students. In addition, Academic Program Dashboards monitor enrollment trends, student outcomes and faculty performance for each school and program. Analytics capabilities helps the University monitor and manage not only institutional performance and financial viability, but also the effectiveness of student success efforts.

Leveraging analytics is a key component of UMUC's student success strategy. The University has engaged in three initiatives to advance its work in learner analytics and support student success:

- UMUC established a relationship with Civitas Learning to develop predictive models to identify at-risk students. Ongoing efforts are focused on scoring applicants' likelihood of succeeding at UMUC in order to understand the variables that influence student persistence and retention.
- UMUC is also a member of the Predictive Analytics Reporting (PAR) Framework. Work with PAR focuses on establishing common data definitions for predictive modeling, developing performance benchmarks across established peer groups and developing a student success matrix to inventory, organize, and conceptualize supports aimed at improving student outcomes. Once validated, UMUC will use the benchmarks in Academic Program Dashboards to provide additional context for program performance and student outcomes.
- UMUC received a $1.2 million grant from the Kresge Foundation to measure and improve student success. The grant funded the creation of an integrated database, the development of predictive models to identify significant factors associated with success, and the implementation of interventions designed to improve the achievement for community college transfer students. Based on the results, specific course-taking behaviors at the community college were identified that could improve student success. Additionally, UMUC developed and piloted the UMUC Success Calculator that calculates the likelihood of success after transfer for community college students based on their academic behavior at the community college.

UMUC continues to work collaboratively with community colleges in Maryland to examine program design at both the community college and at UMUC to align course and program outcomes to better prepare students for academic success at UMUC. UMUC is the largest recipient of Maryland community college transfer students and now has alliance agreements with all 16 community colleges in Maryland.

Assessment of Progress in Achieving MHEC's Goals for Higher Education and MFR's Goals and Objectives

<u>MHEC Goal 1</u>. Maintain and strengthen a preeminent statewide array of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs for students, the State and the nation.

- UMUC's new strategic plan focuses on redesigning programs to better meet employer needs and provide value to graduates preparing for work.
- UMUC is widely perceived as the benchmark public institution in adult and online education. UMUC's online course enrollments in FY 2015 were 248,104. Our goal is to reach 252,000 course enrollments by FY 2019. (See MFR Objective 5.1).
- UMUC is a premier provider of higher education to the US military around the world. UMUC enrolls over 54,000 active-duty military service members, reservists, veterans, and their family members online and at over 130 military installations and operating locations worldwide.
- UMUC has numerous agreements with businesses and agencies in the Maryland/DC metro area to provide educational opportunities to thousands of employees, spouses, and dependents to complete their undergraduate or graduate degrees or to offer continuing education. In addition to providing these opportunities to students, UMUC also partners with employers to identify skills gaps in their workforce and address them through customized education solutions. In 2014, UMUC and the Office of Personnel Management launched a federal government-wide alliance that provides education benefits to all federal employees, spouses, and dependents. In addition, UMUC maintains partnerships with private entities such as Booz Allen, SAIC, ManTech, and Northrop Grumman; nonprofits such as the Smithsonian Institution and the Navy Federal Credit Union; and retailers such as Walgreens and Jiffy Lube International.
- Assessing student learning continues to be a critical component in the improvement of UMUC's curriculum and teaching. The University has revised and updated the Institutional Assessment Plan for the assessing student learning outcomes. The ETS Proficiency Profile (EPP), a standardized test produced by the Educational Testing Service (ETS), has played a key role in assessing student learning outcomes.
- As part of the University's self-study, UMUC has outlined a plan that incorporates competency-based education as part of the new learning model. The UMUC model is project-based, with students learning as they would engage in real-world tasks. Faculty will engage with students as mentors, tutors, and coaches, helping them to master complex outcomes.
- UMUC is also exploring adaptive learning strategies to help assess when students are not able to achieve mastery of specific topics and intervene with supporting or developmental materials
- The Undergraduate School has replaced textbooks in all of its courses with carefully designed E-resource bundles available at no cost to students. The Graduate School will follow with the adoption of e-resources in all of its courses by Fall 2016.
- The University is seeing the benefits from policies to promote retention that have been implemented over the last few years. UMUC measures retention using the term-to-term re-enrollment rate (defined as the percentage of students enrolled in Fall who subsequently re-enrolled the following Spring). For Fall 2013, 78% of all undergraduate students reenrolled in Spring 2014.
- UMUC embarked on three predictive analytics projects that use data mining to identify factors that contribute to student success. A project in partnership with Civitas Learning uses-predictive analytics based on real-time data in the online learning environment to identify students who are at risk of failing a course. UMUC provides immediate intervention to set students on track for successful course completion. In a second project, funded by the Kresge Foundation, UMUC partnered with two Maryland community colleges to build a cross-institutional database to examine how students' prior academic work predicts their academic performance after transfer. In a third project, UMUC is participating with over 30 other institutions in the PAR Framework, a national

initiative to integrate student data and common definitions across institutions and to identify trends and risk factors in student performance. These three projects contributed to strategic initiatives designed to improve student success.

- The University has strong and enduring partnerships with two universities in Russia and a small collaboration in South Africa.
- The University has implemented a new Learning Management System (LMS) to better support student learning. The implementation of the new LMS (Desire2Learn) into UMUC's Learning Experience Online (LEO) has resulted in an improved learning environment for students. LEO also provides data on how students perform and progress in the classroom that help with evaluating student success and providing individualized learning and support.
- The University has migrated to an enhanced Customer Relationship Management (CRM) system. The new CRM also has improved reporting capabilities to distribute information to key university stakeholders to improve responsiveness to student needs.
- As an example of the rigor and depth of learning achieved at UMUC, UMUC is proud that the UMUC Cyber Padawans—a team of undergraduate cybersecurity students, alumni and faculty, represented North America at the Global CyberLympics in 2014. The Padawans won the gold medal in competition against teams from all over the world, including the six-time winning team from the Netherlands.
- UMUC faculty and students have been recognized with six awards from the University Professional & Continuing Education Association (UPCEA), the leading association for professional, continuing, and online learning in higher education.

MHEC Goal 2: Achieve a system of postsecondary education that promotes accessibility and affordability to all Marylanders.
MFR Goal 3: Increase access for economically disadvantaged students.

- UMUC's in-state undergraduate tuition and fee structure ($266 per credit hour in FY 2015) is the second lowest in the USM. It is UMUC's approach not to charge the typical range of mandatory fees present in most other institutions that inflate the true cost of attendance; instead UMUC builds these fees into tuition to simplify cost predictions for students. Forty-nine percent of UMUC's undergraduate students are considered "economically disadvantaged" (see MFR Objective 3.3). UMUC expects to maintain or increase the number of economically disadvantaged students enrolled in our programs.
- This past fiscal year, the University provided over $5.5M in institutional funds for student financial aid. These funds are awarded based primarily on financial need.
- UMUC has alliances with all 16 Maryland community colleges and is the largest receiver of students transferring from Maryland community colleges to USM institutions.
- UMUC expended almost $1 million of institutional and private aid to community college transfer students in FY 2013. In addition, UMUC is offering a Completion Scholarship that provides greater access to baccalaureate programs for Maryland community college transfer students. In conjunction with a new 2+2 advising model, UMUC expects to see an increase in the degree completion rate of Maryland community college students who transfer to UMUC.
- UMUC is a leader in Maryland as the first baccalaureate institution to implement a reverse transfer initiative with all 16 Maryland community colleges.
- To better support Veteran and military students, UMUC has expanded outreach initiatives to work closely with community colleges that partner with UMUC in alliance agreements.
- In FY 2014 UMUC achieved a total of 294,226 enrollments in off-campus and distance education

courses (see MFR Objective 1.3). This is a slight increase from FY 2014. These enrollments are expected to stabilize and then increase slightly over the next five years.

MHEC Goal 3: Ensure equal educational opportunity for Maryland's diverse citizenry
MFR Goal 3: Increase access for minority students.

- UMUC enrolls a widely diverse student body. In Fall 2014, UMUC enrolled 43% minority and 27% African-American students (see MFR Objectives 3.1 and 3.2). These percentages declined slightly, in part, due to new federal categories for reporting race, where students can select two or more races. The reporting is no longer standard and can fluctuate depending on how students self-identify. For example, students who select more than one category are reported in the category of two or more, and not in the individual race categories. In addition, students who select Hispanic are reported as Hispanic and not as any other race. Therefore, if a student selects two or more categories or Hispanic, numbers in other race categories may be under-reported. The percentage of students reporting two or more races has increased from 2.1% in FY 2012 to 3.7% in FY 2015. In addition, the percentage of students identifying as Hispanic has increased from 7.6% to 11% in the same period.
- In FY 2015, UMUC reached 20,819 online course enrollments by African-American students (see MFR Objective 5.2). UMUC set a target to reach 24,000 by FY 2019.
- Because most of our students work full time, they complete their program at a slower pace than traditional students and typically stop out temporarily for family or professional reasons. UMUC uses a key metric to measure trends in our retention: the term-to-term re-enrollment rate.
- According to student survey data, 37% of undergraduate respondents report that they are first-generation college students; 14% of undergraduates report that they were born in a country other than the US; and 10% indicate that their first language was not English.

MHEC Goal 4: Strengthen and expand teacher preparation programs and support student-centered, pre-K-16 education to promote student success at all levels.

- The number of students admitted to UMUC's Masters of Arts in Teaching (MAT) program started with just 32 admitted students in September 2009, and has seen a total of 574 students admitted to date (September 2015). The teacher training program utilizes expert practitioner instructors and innovative tools to train teacher candidates at the secondary level (grades 7-12 certification) in 13 certification areas. Six of the certification areas are in STEM disciplines: Biology, Chemistry, Computer Science, Earth/Space Science, Mathematics, and Physics. Other certification areas attract aspiring teachers in English, Social Studies, History, and four foreign languages: Spanish, French, German, and Mandarin Chinese. Of the admitted students, 30% indicated that they intend to teach in the STEM areas.

MHEC Goal 5: Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.
MFR Goal 1: Create and maintain a well-educated workforce
MFR Goal 2: Promote economic development in Maryland.

- UMUC's main contribution to the economic growth of the State is through the critical role it plays in developing a highly qualified workforce. UMUC is redesigning its academic programs to better meet employer needs.
- UMUC provides access to higher education at an affordable cost and in flexible formats for

working adults. Seventy-four percent of UMUC undergraduates report that they work full-time; 71% report that they are married or in a committed relationship; and 48% have children (almost a quarter of them are single parents). By providing access through online education and at sites located throughout Maryland, UMUC enables these students with competing responsibilities to pursue their education.

- UMUC recruits scholar-practitioners to teach most classes; these professionals work in the fields they teach.
- Reflecting the growth in enrollment in the previous ten years, UMUC continues to experience increases in the number of graduates employed in Maryland (see MFR Objective 1.1), which has grown by over 40%.
- UMUC's graduate and undergraduate programs in cybersecurity support the economic growth of the cyber sector in Maryland. In addition, UMUC hosts and provides staffing to the Maryland Cybersecurity Council. The Council's activities and efforts are aimed at making Maryland the epicenter of cybersecurity efforts in the nation. With more than 4000 cyber graduates and more than 8,000 students currently enrolled in cybersecurity-related programs, UMUC is playing a leading role in developing the critical workforce needed for the cybersecurity sector in the region.
- As of Fall 2014, UMUC enrolled 9,812 students in STEM programs. The FY 2019 target is 10,800. (See MFR Objective 1.2).
- UMUC graduates continue to report high satisfaction with their preparation for both graduate school and the workplace. (See MFR Objectives 1.4 and1.5).

MFR Goal 4: Maximize the efficient and effective use of state resources.
MFR Goal 5 (unique to UMUC): Broaden access to educational opportunities through online education.

- Since UMUC's revenues are largely tuition driven (given the low level of State support), efficient and effective use of resources is critical for the University. Our rate of operating budget savings has been consistently one of the highest among USM institutions and has exceeded the minimum prescribed by the USM Regents.
- UMUC's extensive use of online education and adjunct faculty who are practitioners in their fields provides the State with a cost-effective and almost unlimited capacity to deliver education. The University has worldwide online enrollments at 248,104 for FY 2015, and offers 88% of its course sections online. (See MFR Objectives 5.1 and 5.3).
- UMUC has centralized most of its business processes from the three separate divisions in Asia, Europe and stateside to create one global campus – improving efficiency by removing redundancies. One Global University is an initiative designed to ensure that students have a common UMUC experience supported by global systems and processes, enhanced through locally delivered services.
- The consolidation of all academic and student affairs and enrollment management functions in UMUC's Academic Center in Largo, Maryland has resulted in significant savings by eliminating the need for leased commercial space. The Largo building has achieved LEED Gold Certification, in the areas of innovation, design, and water efficiency.
- In an effort to improve time to degree, the Undergraduate School has streamlined 31 programs over the past academic year, reducing the course inventory by 35%, and providing structured programs with a set of optimum courses to maximize success. Streamlining the current curriculum not only fulfills the needs of our students, but also produces a more efficient and cost effective curriculum model.

- Academic leadership in the undergraduate and graduate schools are working with faculty to transform their programs. The goal of the transformation is to provide students with more compelling academic programs that help them realize their professional goals, while also serving adult learners by recognizing previously mastered learning. Significant progress has been made in involving employers in the process of validating program learning goals, while also anticipating current and future changes in professions.

RESPONSE TO THE COMMISSION

Commission Assessment (not tied to a specific indicator): In the 2012 and 2013 Performance Accountability Reports, the University reported that it had embarked on three predictive analytics projects to identify factors that lead to student success and shared selected results of the analysis around areas of course completion, retention, and graduation. The University is commended, not only on the predictive analytics projects, but the useful findings that have emerged from the analyses. Please discuss how the results of the analyses are driving strategic initiatives and interventions in an effort to aid other colleges and universities in identifying how "big data" analytics can assist in the implementation of strategic change.

University of Maryland University College Response:

Leveraging analytics is a key component of UMUC's student success strategy. The University has engaged in three initiatives to advance its work in learner analytics and support student success:

- UMUC established a relationship with Civitas Learning to develop predictive models to identify at-risk students based on their likelihood of applying, enrolling and completing a first class at UMUC. Current efforts are focused on scoring applicants' likelihood of succeeding at UMUC in order to understand the variables that influence student persistence and retention. An analytical model scores and categorizes applicants based on variables including data capture on applications and census data for socioeconomic variables. The scoring can help to identify retention variables and eventually, individual needs for advisement or information.
- UMUC is also a member of the Predictive Analytics Reporting (PAR) Framework. Work with PAR focuses on establishing common data definitions for predictive modeling, developing performance benchmarks across established peer groups, and developing a student success matrix to inventory, organize, and conceptualize supports aimed at improving student outcomes. The benchmarks evaluate institutional performance on key metrics in comparison with a set of similar peers. Once validated, UMUC will use the same benchmarks to provide additional context for program performance and student outcomes by program, relative to a select group of peers.
- UMUC received a $1.2 million grant from the Kresge Foundation to measure and improve student success. The grant funded the creation of an integrated database, the development of predictive models to identify significant factors associated with success, and the implementation of interventions designed to improve the achievement for community college transfer students. Based on the results, specific course-taking behaviors at the community college were identified that could improve student success. One community college is evaluating a requirement for one course that is currently required and does not contribute to success after transfer. In addition, UMUC is currently piloting the UMUC Success Calculator, which takes in information on the student while they are in the community college and calculates the likelihood of success after transfer to UMUC. This calculator allows advisors to input different academic scenarios in order to see the impact on performance and persistence at UMUC.

In addition, UMUC has launched the Center for Innovation in Learning and Student Success (CILSS) to explore ways to use technology, data analytics, and learning science to improve online and distance learning outcomes. The center is currently analyzing data on the Open Learning Initiative (OLI), a joint project with the Carnegie Mellon Foundation to explore adaptive learning models.

Increased use of data and learning analytics is an important aspect of UMUC's fulfillment of its mission. The University leverages analytics through dashboard technology to organize and disseminate data visually. For example, the Executive Dashboard combines enrollment, financial, and student success metrics as well as marketing analytics that track spending, applications, enrollments and conversion rates for new students. In addition, Academic Program Dashboards monitor enrollment trends, student outcomes and faculty performance for each school and program. Analytics capabilities help the University monitor and manage not only institutional performance and financial viability, but also the effectiveness of student success efforts.

KEY GOALS AND OBJECTIVES

Goal 1: Create and maintain a well-educated workforce.

Objective 1.1 Increase the number of graduates employed in Maryland from 1,558 in FY 14 to ≥1,600 in FY 19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Total undergraduate enrollment	28,119	28,273	26,740	35,154
Output	Total bachelor's degree recipients	3,882	3,880	4,209	4,459

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome	Employment rate of graduates	94%	92%	89%	90%
Outcome	Number of graduates employed in Maryland	1,107	1,229	1,458	1,558

Objective 1.2 Increase the number of students enrolled in STEM programs from 7,454 in FY 14 to 10,800 in FY 19.[1]

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of undergraduates enrolled in STEM programs	6,423	7,210	7,454	9,812
Output	Number of baccalaureate graduates of STEM programs	862	1,004	1,125	1,557

Objective 1.3 Increase the number of enrollments/registrations in courses delivered off campus or through distance education worldwide from 294,226 in FY 14 to 300,000 in FY 19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of worldwide off-campus and distance education enrollments/registrations	327,608	318,074	294,226	294,568

Objective 1.4 Maintain or increase the level of student satisfaction with education received for employment.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Quality	% of students satisfied with education received for employment	97%	98%	96%	95%

Objective 1.5 Maintain or increase the level of student satisfaction with education received for graduate school.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Quality	% of students satisfied with education received for graduate school	99%	99.6%	97.5%	99.2%

Objective 1.6 Increase the number students enrolled in the Master of Arts in Teaching program to 225 by FY 19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of students enrolled in the MAT program[2]	144	143	150	165

Goal 2: Promote economic development in Maryland.
    Objective 2.1 Maintain or increase the ratio of median graduates' salary to the average annual salary of civilian work force with a bachelor's degree at 1.2 from FY 14 through FY 19.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome	Median salary of graduates	$57,500	$57,554	$63,333	$59,165
Outcome	Ratio of median salary of UMUC graduates to U.S. civilian workforce with bachelor's degree	1.4	1.2	1.3	1.2

Goal 3: Increase access for economically disadvantaged and minority students.
    Objective 3.1. Maintain or increase the percentage of minority undergraduate students at ≥40% between FY 14 and FY 19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Percent minority of all undergraduates	45%	44%	46%	43%

Objective 3.2 Increase or maintain the percentage of African-American undergraduate students at ≥29% between FY 14 and FY 19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Percent African-American of all undergraduates	33%	31%	29%	27%

Objective 3.3 Maintain or increase the percentage of economically disadvantaged students at 49% or greater through FY 19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Percent economically disadvantaged students	43%	47%	50%	49%

Goal 4: Maximize the efficient and effective use of state resources.
    Objective 4.1 Maintain current annual rate of operating budget savings through efficiency and cost containment measures at 2%.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual

	Percent of operating budget savings achieved through efficiency and cost containment				
Input	measures	2 %	2%	2%	2%

Goal 5: Broaden access to educational opportunities through online education.

Objective 5.1 Increase the number of worldwide online enrollments from 243,000 in FY 14 to 252,000 in FY 19.

Performance Measures	**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Input Number of worldwide online enrollments	262,708	261,101	243,303	248,104

Objective 5.2 Increase the number of African-American students enrolled in online courses from 18,751 in FY 14 to 24,000 in FY 19.

Performance Measures	**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Input African-American students enrolled in online courses	21,491	20,123	18,741	20,819

Objective 5.3 Increase the percent of courses taught online from 86% in FY 14 to 90% in FY 19.

Performance Measures	**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Input % of courses taught online	85%	86%	86%	88%

Objective 5.4 Maintain undergraduate tuition for Maryland residents at an affordable level.

Performance Measures	**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Outcome Undergraduate resident tuition rate per credit hour	$244	$251	$258	$266
Outcome Percent increase from previous year	3%	3%	3%	3%

NOTES

All data are for stateside only, unless otherwise noted.

[1] STEM programs expanded to included IT programs in 2010.

[2] MAT was a new program beginning in 2010. Data prior to 2010 are not available.

ST. MARY'S COLLEGE OF MARYLAND

MISSION

Designated a public honors college, St. Mary's College of Maryland seeks to provide an excellent undergraduate liberal arts education and small-college experience: a faculty of gifted teachers and distinguished scholars, a talented and diverse student body, high academic standards, a challenging curriculum rooted in the traditional liberal arts, small classes, many opportunities for intellectual enrichment, and a spirit of community.

GOALS, OBJECTIVES AND PERFORMANCE MEASURES

Goal 1: Ensure a high quality and rigorous academic program.

Objective 1.1 80 percent of the graduating class will participate in a one-on-one learning experience. This is typically fulfilled through a St. Mary's Project, directed research, independent study, or credit-bearing internship.

Performance Measures	2012 Actual (SP12 grads)	2013 Actual (SP13 grads)	2014 Actual (SP14 grads)	2015 Actual (SP15 grads)
Outcome: Percent of the graduating class successfully completing a one-on-one learning experience[5]	77%	73%	79%	74%

Objective 1.2 Maintain a full-time faculty of which 95 percent are tenured or tenure-track and 98 percent have terminal degrees.

Performance Measures	2012 Actual (FA11)	2013 Actual (FA12)	2014 Actual (FA13)	2015 Actual (FA14)
Input: Percent of all full-time faculty who are tenured or tenure track	99%	92%	94%	94%
Percent of all full-time faculty who have terminal degrees	99%	97%	100%	100%

Objective 1.3 Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1 and average class size to not exceed 15.

Performance Measures	2012 Actual (FA11)	2013 Actual (FA12)	2014 Actual (FA13)	2015 Actual (FA14)
Outcome: Undergraduate student to faculty ratio (IPEDS calculation)	11:1	10:1	10:1	10:1
Average Undergraduate class size	12.5	12.2	12.3	12.1

Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.

> **Objective 2.1** Recruit a qualified and diverse entering class with the following attributes:
> - Median verbal and math combined score of at least 1250
> - Average high school grade point average of at least 3.40 (4 point scale)
> - Minority enrollment of at least 25 percent
> - Out of state student enrollment of at least 20 percent
> - Students from first generation households enrollment of at least 20 percent
> - Pell grant disbursed during their first year student enrollment of at least 20 percent

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
	(FA11)	(FA12)	(FA13)	(FA14)
Input: Median (V & M combined) SAT score of entering first year class	1220	1210	1190	1165
Average HS GPA	3.32	3.34	---[2]	3.39
Percent of entering first year class who are minorities[1]	19%	17%	27%	33%
Percent of entering first year class who originate from outside of MD	13%	15%	10%	6%
Percent of entering first year class who come from 1st gen households	19%	15%	19%	19%
Percent of entering first year class receiving Pell Grants disbursed	20%	12%	25%	20%

Objective 2.2   Maintain 4-year graduation rates for all students (75 percent), all minorities (63 percent), African-American students (55 percent), all first generation students (70 percent), and all students with a Pell Grant disbursed during their first year (62 percent). Maintain 6-year graduation rates for all students (82 percent), all minorities (74 percent), African-American students (71 percent), all first generation students (80 percent), and all students with a Pell Grant dispersed during their first year (70 percent)**.**

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
	(SP12 grads)	(SP13 grads)	(SP14 grads)	(SP15 grads)
Outcome: Four-year graduation rate for all students	73%	67%	65%	70%
Four-year graduation rate for all minorities[1]	61%	58%	58%	54%
Four-year graduation rate for African-American students	54%	54%	43%	49%
Four-year graduation rate for all 1st generation students	71%	63%	58%	68%
Four-year graduation rate for students with a Pell Grant disbursed during their first year	59%	42%	55%	64%
Six-year graduation rate for all students	81%	79%	81%	78%
Six-year graduation rate for all minorities[1]	68%	69%	80%	83%
Six-year graduation rate for African-American students	63%	70%	77%	85%
Six-year graduation rate for all 1st generation students	79%	73%	84%	77%
Six-year graduation rate for students with a Pell Grant disbursed during their first year	57%	64%	80%	67%

Objective 2.3   The first to second-year retention rate will be 90 percent.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
	(FA11)	(FA12)	(FA13)	(FA14)
Outcome: First to second-year retention rate	87%	87%	90%	86%

Objective 2.4   The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The goal for full-time faculty and staff will be: all minorities (15 percent & 28 percent), and women (50 percent & 50 percent).

Performance Measures	2012 Actual (FA11)	2013 Actual (FA12)	2014 Actual (FA13)	2015 Actual (FA14)
Input: Percent minority of all full-time tenured or tenure-track faculty [1]	12%	14%	17%	17%
Percent women of all full-time tenured or tenure-track faculty	46%	47%	49%	47%
Percent minority of all full-time (non-faculty) staff [1]	27%	25%	24%	23%
Percent women of all full-time (non-faculty) staff	55%	56%	56%	57%

Objective 2.5:   Ensure access for transfer students, particularly those from 2-year institutions. Achieve and maintain transfer students at 20% of the entering class each fall.

Performance Measures	2012 Actual (FA11)	2013 Actual (FA12)	2014 Actual (FA13)	2015 Actual (FA14)
Input: Percent of entering fall class who are transfer students	16%	16%	20%	21%

Objective 2.6:   Achieve and maintain degree completion rates of XX% for transfer students. (Target metric to be set as part of the strategic planning process during FY16.)

Performance Measures	2012 Actual (SP12 grads)	2013 Actual (SP13 grads)	2014 Actual (SP14 grads)	2015 Actual (SP15 grads)
Outcome: 2-year graduation rate for all transfer students	19%	17%	27%	21%
3-year graduation rate for all transfer students	56%	61%	60%	61%
4-year graduation rate for all transfer students	66%	71%	73%	67%

Goal 3: Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Objective 3.1   68 percent of student need is met by awarding any need-based aid.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual

	(FY12)	**(FY13)**	**(FY14)**	**(FY15)**
Outcome: Percent of full-time degree-seeking student need met by awarding need-based aid	64%	65%	71%	70%

Objective 3.2   Support persistence to graduation of students receiving need-based aid at entry. Maintain first-to-second year retention rates (XX%), four-year graduation rates (XX%), and six-year graduation rates (XX%) of students receiving need-based aid in the first year. (Target metrics to be set as part of the strategic planning process during FY16.)

Performance Measures	**2012 Actual (FA11)**	**2013 Actual (FA12)**	**2014 Actual (FA13)**	**2015 Actual (FA14)**
Outcome: First-to-second year retention rate for students receiving need-based aid in the first year	85%	86%	91%	86%
	(SP12 grads)	**(SP13 grads)**	**(SP14 grads)**	**(SP15 grads)**
Four-year graduation rate for students receiving need-based aid in the first year	73%	63%	64%	70%
Six-year graduation rate for students receiving need-based aid in the first year	75%	71%	84%	76%

Goal 4: Increase student contributions to the Maryland community and to the state and national workforce.

    Objective 4.1   80 percent of graduating seniors will have performed voluntary community service while at SMCM.

Performance Measures	**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
	(SP12 grads)	**(SP13 grads)**	**(SP14 grads)**	**(SP15 grads)**
Outcome: Percent of graduating seniors who will have performed voluntary community service while at SMCM.	73%	75%	62%	62%

    Objective 4.2   60 percent of graduating seniors will have participated in a paid or unpaid internship.

Performance Measures	**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
	(SP12 grads)	**(SP13 grads)**	**(SP14 grads)**	**(SP15 grads)**
Outcome: Percent of graduating seniors who fulfilled a paid or unpaid internship	55%	50%	47%	40%

    Objective 4.3 The rate of employment among five-year out alumni will exceed 95 percent.

Performance Measures	2012 Actual	2013 Actual	2014 Actual[3]	2015 Actual[3]
	(SP07 grads)	(SP08 grads)	(SP09 grads)	(SP10 grads)
Outcome: Employment rate of five-year-out alumni	90%	95%	92%	91%

Objective 4.4   At least 50 percent of the five-year-out alumni of St. Mary's College of Maryland will pursue an advanced degree.[4]

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
	(SP07 grads)	(SP08 grads)	(SP09 grads)	(SP10 grads)
Outcome: Percent of alumni pursuing or obtained an advanced degree five years after graduation	67%	54%	44%	48%

Endnotes

[1] The race and ethnicity classifications methodology changed starting with the 2011 Actual (Fall 2010) data. Prior years' data are not comparable to the 2011 Actual (Fall 2010) and beyond.

[2] Due to unforeseen circumstances in the collection of high school GPA for the Fall 2013 class data, this metric is unavailable.

[3] Due to issues encountered with the Spring 2014 and 2015 Alumni survey administration, these numbers have been partially extrapolated based on previous years' reports. Details are contained in the accompanying Data Definitions document.

[4] The target metric has been changed from 65% in previous years to 50%, beginning in 2015, to better reflect recent actual data and changing economic conditions.

[5] Errors in the calculation of this metric in past years were discovered and have been corrected.

INSTITUTIONAL ASSESSMENT

FY15 Highlights

Several significant changes and events occurred at St. Mary's College of Maryland during FY15. Some of these include:

- Dr. Tuajuanda C. Jordan completed her first year as President on July 1, 2015.
- The Board of Trustees voted to freeze tuition for a third consecutive year for in-state students, and for a second consecutive year for out-of-state students.
- The state provided year three of three years of performance funds to support the DeSousa-Brent Scholars program.
- The Anne Arundel Hall replacement project construction is underway with an expected completion date in 2016. This project will provide additional classroom, office, and laboratory space, and will enhance the College's joint programs with Historic St. Mary's City.
- The College finished its first year of a three-year capital campaign to raise $2.5 million in capital funds in order to secure a matching $70 million in state funding for a new academic building and athletic complex. To date, $1.0 million has been raised.
- The College has stabilized enrollments, meeting its projections for the 2014-15 academic year. Estimates for Fall 2015 indicate enrollments will meet targets.
- The campus continued its 2015 decennial Middle States Commission on Higher Education reaccreditation self-study. The accreditation site visit is scheduled for late October 2015.
- Carolyn Curry has been appointed as the Vice President for Institutional Advancement. Laraine Glidden (Distinguished Professor of Psychology, Emerita) is serving as Acting Provost and Dean of Faculty during the search for a permanent replacement.
- The College launched a completely redesigned cloud-based web site with several upgrades and enhancements, including a mobile-friendly design, updated applications, and updated multimedia content.
- The College has recently completed Phase 1 of the traffic calming project on Route 5 to increase pedestrian, bicycle and motor traffic safety.
- The College has completed a two-year residence hall renewal project focused on modernizing residence halls including technology.
- The College has continued its commitment to access and affordability. Minority recruitment achieved an all-time high for the proportion of the Fall 2014 incoming class at 33 percent, and first-generation students account for 19% of the incoming class. The state funds targeted to extend the tuition freeze combined with the additional funds to reduce tuition by 8% in FY15 have had a positive impact on the cost to Maryland students.

Analysis of Goals and Objectives

Note: Target dates and metrics in all objectives are subject to adjustment as the campus undertakes strategic planning in FY16.

Goal 1: Ensure a high quality and rigorous academic program.

Strengths

Objective 1.1: St. Mary's students continue to complete one-on-one learning experiences, including a number of high-impact practices, at high rates with some variability from year to year. In the coming year, the College will investigate the distribution of the different types of one-on-one experiences, and will continue to strongly encourage and provide opportunities for these experiences to all students.

Objective 1.2: The College has exceeded the targeted percent of all full-time faculty who have terminal degrees. For the past two years, 100% of full-time faculty have held terminal degrees in their fields.

Objective 1.3: St. Mary's College continues to maintain a high quality academic program. A low student faculty ratio and small average class sizes combined with qualified tenured professors are essential in the success of achieving and maintaining a high quality academic program.

Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff.

Strengths

Objective 2.1: The College was able to recruit a first-year class that well exceeded the goal for the percentage of minority students, and met the goal for those receiving Pell grants. Additionally, the College continues to attract a significant portion of its entering class from first generation college students.

Objective 2.2: The six year graduation rate shows strong performance in most categories, and has been steadily rising over the past four years for all minority students and for African-American students in particular. In fact, the six-year graduation rates for minorities and African-American students are now 5-7 percentage points above the all-student six year rate, and first-generation students are graduating at the same rate as all students within the six-year time frame.

Objective 2.3: While the specific target for the first to second-year retention rate was not met in FY15, the rate has remained high and relatively stable for the past four years.

Objective 2.4: The College continues to work toward its goal to maintain a diverse faculty and staff. Goals for gender equality among the faculty have been nearly met, and among the staff have been exceeded, for the past four years. The proportion of faculty who belong to minority groups has increased over the past four years and has exceeded the objective for the past two years.

Challenges

Objective 2.1: The median SAT scores of the entering class have declined slightly in recent years. St. Mary's strives to use a holistic admissions process, prioritizing overall "fit" and multiple indicators of success rather than relying heavily on GPA and SAT scores alone. The College will continue to closely monitor the recent entering classes for signs of struggling students, and additionally will consider whether target SAT metric merits revision. Also, the College continues to face challenges in recruiting and enrolling students from outside of Maryland. Several strategies have been implemented by the Offices of Admissions and Financial Aid to address this challenge, including more intensive recruitment efforts outside of Maryland; expanded use of social media; and critical examination of financial aid packages for out-of-state students.

Objective 2.2: While the six-year graduation rate is performing strongly, the four-year graduation rate has been performing under the desired level. However, the evidence shows that most first-time first-year students who do not graduate by the fourth year have been completing the next semester or by the end of the fifth, rather than taking a full six years. The College has developed interventions to promote completion in four years to the populations most at risk. These interventions (Early Alert program, Emerging Scholars program) are described in more detail in the "Response to Commission" section below. These strategies are anticipated to play a large role in meeting the high goals set for bridging the gaps in persistence and completion.

New Objectives

Objective 2.5: The College has achieved the target of an entering class that contains 20% transfer students, and this level is expected to remain stable in the near future.

Objective 2.6: Graduation rates for transfer students have not previously been tracked. These numbers clearly indicate that there is a large gap between the number of transfer students able to graduate in two versus three years after matriculating at St. Mary's, with an additional (smaller) gap between the three-year and four-year rates. There are likely to be multiple explanations for these rates, for example, variability in the number of earned credits at entry for transfer students. For transfer students entering with relatively few earned credits, it may be unreasonable to expect them to graduate in two or even three years. We will investigate this, and also investigate other possible reasons for the overall low graduation rates to ensure that transfer students are not disproportionately challenged in their attempts to graduate in a timely manner.

As the College engages in the strategic planning process over the next year, we will discuss and set the target metric for Objective 2.6.

Goal 3: Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Strengths

Objective 3.1: This objective has consistently been met as the College has focused meeting the financial needs of students. As the College engages in the strategic planning process over the next year, we will discuss possible updates to the target metric.

New Objective

Objective 3.2: These performance measures reveal that students receiving need-based aid in their first year at the College are successfully persisting at St. Mary's. They are retained into the second year at rates equal to or exceeding that of the general population of first-time, first-year students (see Objective 2.3). The four-year graduation rates are quite close to those of the all-student rate, and while the six-year graduation rates were lower than the all-student rates for 2012 and 2013, that gap appears to have been closed for 2014 and 2015.

As the College engages in the strategic planning process over the next year, we will discuss and set the target metric for this objective.

Goal 4: Increase student contributions to the Maryland community and to the state and national workforce.

Challenges

Objectives 4.1, 4.2, 4.3 and 4.4: St. Mary's prides itself in preparing students for life after college. Objectives 4.1, 4.2, and 4.4 reveal performances appreciably below target levels, while Objective 4.3 reveals performance near to the target level. The College has focused on community service (4.1) and promoting internships (4.2) and while we recognize we are falling short of our objectives in this goal, we also recognize that the targets are aspirant and that our current performance remains strong. We will continue to strongly encourage students to engage in community service and complete internships, and will work to provide opportunities for these experiences. The decline in the pursuit of graduate and professional degrees (4.4) from past years is likely an indicator of the economic conditions confronting the graduates as additional graduates may be entering the workforce. This target metric has just been adjusted from 65% to 50% to more closely reflect recent actual data and changing economic conditions.

RESPONSE TO COMMISSION

The University is to be commended for its success in meeting its recruitment and six-year retention goals for specific student populations (namely first-generation, low-income and/or minority students). The University discusses developing interventions to promote four-year completion for these same "populations most at risk." Please provide details as to the specific interventions under consideration and what, if any, evidence will be collected as to the effects of these interventions on their targeted student populations.

The DeSousa-Brent Scholars program (described above) invites first-time students who are low-income, minority, first-generation, and/or from rural or urban high schools to participate in a series of structured experiences beginning in the summer before the entering fall semester. This program provides support for students throughout their college careers, utilizing a combination of supplementary courses, cohort-building, extracurricular events, peer mentors, and individual intensive academic advising. The program also provides technology assistance by issuing a personal computer to each new student at the beginning of the program, helping to alleviate some of the financial hardship experienced by many low-income students during the first semester in college. Retention and graduation rates of DeSousa-Brent Scholars are routinely collected and compared against both the general population at St. Mary's and comparable cohorts not in the program, as well as against target benchmarks set by the state.

In Fall 2014, the Offices of Academic Services and Institutional Research launched an Early Alert program as a means for faculty to relay concerns about students missing classes, missing work, and/or performing below expectations. One particular goal of this program is to ensure that at-risk students receive the attention and intervention that may benefit them, and thus increase retention, well before the traditional mid-semester grade deficiency reporting date. Preliminary results suggest that students with midterm deficiencies who also received Early Alerts were less likely to ultimately be placed on academic probation or dismissed than students with midterm deficiencies only (no Early Alert). The program is being revised and is planned to continue during the upcoming academic year.

All of the STEM degree programs at St. Mary's have developed Emerging Scholars Programs (ESPs) to enhance student performance in the gateway courses in each respective field: mathematics, computer science, biology, chemistry, and physics. Students in these programs, most of whom belong to one or more under-represented groups (including African-Americans, Hispanics, Native Americans, first generation college students, and outside of biology, women), participate in evening problem-solving seminars and designed to enhance their understanding of core concepts in the introductory natural science courses. Social activities also help students create social networks that support their interests in STEM fields. These enrichment programs have generally been successful at improving outcomes for populations that had historically struggled within these introductory courses. For example, in Mathematics, prior to the ESP, a disproportionate number of African-American students in Calculus I were receiving failing grades or failing to complete the course. Since the establishment of the Mathematics ESP (the first ESP at St. Mary's), this achievement gap has nearly disappeared.

RESEARCH UNIVERSITIES

UNIVERSITY OF MARYLAND, BALTIMORE

MISSION

The University of Maryland, Baltimore is the State's public academic health and law university devoted to professional and graduate education, research, patient care, and public service. Using state-of-the-art technological support, UMB educates leaders in health care delivery, biomedical science, social services and law. By conducting internationally recognized research to cure disease and to improve the health, social functioning and just treatment of the people we serve, the campus fosters economic development in the State. UMB is committed to ensuring that the knowledge it generates provides maximum benefit to society, directly enhancing the community.

INSTITUTIONAL ASSESSMENT

A NOTE ON THE 2015 SUBMISSION:

With the appointment of Jay A. Perman, MD as President effective July 1, 2010 the University of Maryland, Baltimore (UMB) embarked on a reexamination of mission and vision, the scope of which was as yet unparalleled this current century. A key component of this process was the development of a new Strategic Plan that provided the touchstone for establishing the institutional identity and capabilities, and performance objectives and outcomes forming the basis of the Performance Accountability process. Implementation of this Strategic Plan is currently underway, and many key metrics, supporting tactics and objectives that were formulated were found to be consistent with those currently embodied in the Performance Accountability process. The development of additional performance goals occurred throughout the past year, congruent with those identified for Dr. Perman by Chancellor Caret, in time for the on-cycle recalibration of the Performance Accountability/ Managing for Results process in 2015. Therefore, the objectives in the 2015 submission have been restated to reflect fiscal year 2019 targets to provide a meaningful standard by which to assess UMB's performance.

INSTITUTIONAL IDENTITY:

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

MARYLAND STATE PLAN FOR POSTSECONDARY EDUCATION:

Each goal and related objective(s) within the University of Maryland, Baltimore's Managing for Results plan addresses one or more of the goals articulated in the 2013 Maryland State Plan for Postsecondary Education. The linkages between the State Plan goals and the University of Maryland, Baltimore's MFR objectives are identified in the Institutional Assessment.

SIGNIFICANT TRENDS:

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

Enrollment in fall 2015 was 6,329, an increase of 53 or 0.8% compared to last year's 6,276. Increases in undergraduate nursing, graduate health science, regulatory science, and law LLM program enrollments were partially offset by lower enrollments in professional law programs. Within the School of Nursing, the decrease in master's level enrollments and increase in doctoral level enrollments reflected the continued transition of most master's level specialties to the doctoral level. Graduate and professional students account for 86% of campus enrollment. The enrollment of African – American students has increased to 16.5% of the student body. There were 7,365 employees in fall 2014 of whom 870 were graduate assistants and post-doctoral fellows. Compared to the previous year, the number of faculty and staff decreased 6%, primarily due to a reduction in the number of part-time contractual employees.

Revenues: Total campus revenues increased from $375.8 million in fiscal year 1997 to $1,073.5 million in fiscal year 2016, an average of 5.7% per year. The average annual increase in State general funds and Higher Education Investment Funds (HEIF) over the same time frame was only 3.7%. As a result, these state appropriations represent 19.9% of overall revenues for fiscal year 2016. Based on the fiscal year 2015 appropriation, UMB was funded at approximately 71% of its funding guidelines, below the USM average of 72.5%.

Other than for graduate dentistry programs, resident tuition and fees increased 5.5% or less for fiscal year 2016, and overall tuition and fee revenues continue to constitute only 11% of the total budget. Contract, grant and clinical revenues account for about 65% of the UMB budget. Although the campus has been very aggressive and successful in its ability to attract additional grants and contracts, revenues from grants and contracts and tuition and fees will not be enough to address the campus' fiscal imperatives. UMB has a relatively small student body and cannot meet fiscal obligations through increased tuition revenue. Meeting the obligations using other revenue sources is unsatisfactory because grants and contracts are variable and are restricted in nature and largely cannot be used to address the basic funding needs of the campus. As mentioned previously, funding guidelines have recognized the underlying funding needs of the campus and provide a clear indication that additional State general fund support is needed for UMB to retain top ranked status as a public research university.

INSTITUTIONAL ASSESSMENT:

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

Objective 1.1 – Through fiscal year 2019 increase or maintain the number of undergraduate nursing, professional practice doctorate and professional master's graduates at a level at least equal to the 2014 level of 1,108. State Plan Goals 2,4

In line with the Regent's plan, UMB is increasing the production of graduates in areas where critical shortages are projected, especially in pharmacy, dentistry and nursing. UMB is uniquely positioned to increase graduate enrollment and thus educate more faculty and research scientists for the nursing schools in the University System of Maryland and the State. In addition to a continued commitment to providing undergraduate nursing education at the Universities at Shady Grove, UMB is increasing the size of the undergraduate program at the Baltimore campus and is now offering some core courses for the RN to BSN program at the Laurel College Center.

The total number of graduates from these combined programs increased by only eight for 2015 due to declines in the production of law graduates, and continued declines in law will place downward pressure on totals for the next two years.

Objective 1.2 – Through fiscal year 2019 increase extramural funding for research, service and training projects from the 2014 base of $499 million. State Plan Goal 5

Grant and contract funding reached record levels for fiscal year 2008 and exceeded $500 million for the first time in fiscal year 2009, propelling the UMB School of Medicine to 6th place among public medical schools and 18th overall in terms of grants and contracts expenditures according to data compiled by the Association of American Medical Colleges. Grant and contract funding increased substantially again for fiscal year 2010, but declined until 2014 when it recovered slightly. Funding for fiscal year 2015 was essentially unchanged. Without additional modern research space with which to compete with other top research universities, the likelihood of returning to a pattern of growth is not certain. Most of UMB's peer institutions and many in the tier just below have recently completed or are busily constructing new research facilities. After years of unsuccessful attempts to secure funding, in 2013 UMB finally commenced building a nearly 429,000 gross square feet Health Sciences Facility III to accommodate escalating research growth, replace obsolete labs, and facilitate the recruitment and retention of top scientists.

In addition to increasing investments in research facilities, UMB has leveraged research opportunities through participation in the MPower Initiative, a partnership with the University of Maryland, College Park (UMCP). As just one example, existing partnerships between pharmacy programs at UMB and bioengineering programs at UMCP will be strengthened by the creation of the Maryland Center of Excellence in Regulatory Science and Innovation (M-CERSI), a collaborative partnership between the two universities focused on modernizing and improving the ways drugs and medical devices are reviewed and evaluated. It is funded by a three-year, $3 million grant from the U.S. Food and Drug Administration (FDA).

Efforts to promote scholarship supported by MPower include a joint effort by the UMB Francis King Carey School of Law and UMCP to develop a range of new educational programs focused on law and society. An interdisciplinary minor in law and society will provide the opportunity for up to 150 students to focus study in law-related fields such as civil rights and liberties, immigration, law and communication, environmental law and regulation, and crime and punishment. Improved advising will enhance the flow of UMCP students to the Carey School of Law. Master's programs and graduate certificates in environmental law, health law, business law, alternative dispute resolution, and homeland security are under development.

Building on the very successful Seed Grant Program in basic and early translational research, which has resulted in more than $4 million in joint research awards, the Institute for Bioscience and

Biotechnology Research, a component of the University of Maryland Initiatives, has launched a new seed grant program in complex therapeutics.

Additional strategies abound outside of MPower. For example, the UMB School of Medicine has established a new Clinical and Translational Sciences Institute (CTSI) to foster the translation of fundamental science to patient care and community health. The institute is a unique umbrella organization that creates a multidisciplinary infrastructure to facilitate the rapid advancement of basic science research discoveries into novel therapies to treat and prevent serious chronic conditions and improve human health. Its research and education efforts will particularly target health disparities among underserved populations in Baltimore and beyond. Under the institute, basic science research will develop rapidly into novel therapies that can prevent the occurrence of common chronic diseases prevalent in the region, the country, and around the world.

Objective 1.3 – Through fiscal year 2019 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing the number of cumulative active licenses / options, disclosures received, and new patent applications filed above the levels achieved in 2014. State Plan Goal 5

The performance indicators supporting this objective are taken from UMB's responses to the annual licensing survey conducted by the Association of University Technology Managers. The number of cumulative active licenses and options issued for for fiscal year 2015 increased above activity reported previously.

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

One of UMB's main challenges in technology commercialization over the years has been building on the ideas conceptualized during research. Under the UMB Ventures program, UMB clinicians and researchers in Baltimore can more easily combine with UMCP engineers to transform research ideas into technology. Faculty and even students at the Robert H. Smith School of Business at UMCP can then assist to create business plans to help commercialize the technology and attract investors.

Objective 1.4 – Through fiscal year 2019 increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2014 level of 15. State Plan Goal 1

Data for this indicator are taken from the report, The Top American Research Universities, prepared by the Lombardi Program on Measuring University Performance. As of late September 2015 the 2014 report had not been released. At 15, the number of UMB faculty with National Academy memberships or nationally recognized awards reported in 2013 is above previously reported levels.

Goal 2 - **Develop students who demonstrate personal, professional and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community, and in their**

chosen professions after graduation and enhance UMB's commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically-sound teaching.

Objective 2.1 – Through fiscal year 2019 maintain a minimum 90% graduation rate within 150% of time to degree for each principal professional program. State Plan Goal 1

The success rate of students enrolled in the principal professional programs at UMB is uniformly high, although undergraduate nursing did not attain 90% for 2015.

Objective 2.2 – Through fiscal year 2019 maintain a first time licensure exam pass rate for each principal professional program of at least 95%. State Plan Goal 5

The licensure exam pass rate for first time test takers ranges between 84% and 100% for 2015.

Objective 2.3 – Through fiscal year 2019 maintain an average debt of graduating students not exceeding the 2014 level. State Plan Goal 2.

Although average debt of graduating students has increased over the period it has increased below the rate of increase in tuition. The continued lack of State funded grant and scholarship assistance continues to force many graduate and professional students to finance a significant share of their cost of education. UMB continues to be committed to increasing funding for institutional grants and scholarships at a rate no less than the increase in tuition.

Objective 2.4 – Through fiscal year 2019 increase the enrollment of students educated entirely online, compared to 2014 levels. State Plan Goal 2, 4

UMB has been rapidly expanding the number of degree and certificate programs delivered entirely online as well as the number of courses delivered online for traditional programs.

Objective 2.5 – Through fiscal year 2019 maintain high rates of graduate employment and educational satisfaction compared to 2014. State Plan Goals 4, 5

UMB has conducted a survey of recent graduates from its three undergraduate programs every three years as required by the Maryland Higher Education Commission. Survey results for 2014 indicate a high employment rate (93%) and a high satisfaction level with education (90%). The survey will next be conducted in 2017.

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

Objective 3.1 – Through fiscal year 2019 increase enrollments in joint professional programs and programs at regional education centers compared to 2014 levels. State Plan Goals 1, 2

The University of Maryland, Baltimore continues to expand program offerings at The Universities at Shady Grove. An RN to BSN program was recently added to complement the traditional BSN nursing program and the full first year of the Master of Social Work program is now offered there as of fall 2015. In fall 2015 three core courses for the RN to BSN program were offered at Laurel College Center, enrolling 13 students.

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

Objective 4.1 – Through fiscal year 2019, increase the Days of Service for UMB employees through UMB Supports Maryland Unites. State Plan Goal 1

In July 2015 the University System of Maryland Chancellor affirmed the system's participation in Governor Larry Hogan's Maryland Unites: Day of Service campaign. The campaign allows USM employees to use four hours of paid leave to contribute their service to a non-profit organization of their choice. All regular state faculty and staff employees are eligible to participate in the Day of Service through October 10, 2015. UMB has identified several coordinated service projects to which employees may contribute their time, but eligible employees are free to volunteer with any accredited nonprofit organization in Maryland. Data is not yet available for this new initiative.

Objective 4.2 – Through fiscal year 2019, increase the number of days that faculty spend in public service with Maryland's governments, businesses, schools, and communities compared to the level reported for 2014 (10.1). State Plan Goal 1

Previously experienced declines in the number of days in public service per full-time faculty member, beginning in fiscal year 2006, coincided with the precipitous drop in contract and grant revenues also experienced in that year, resulting in part from flat or declining National Institutes of Health funding and other constraints on the federal budget. These lower levels of public service were therefore a manifestation of the increased expectation that faculty prioritize their activities to obtain research grant funding. However, a core cadre of UMB faculty has, and will continue to pursue public service as its primary mission, and the recent recovery in State support has provided an environment encouraging a rise to 10.1 days per full-time faculty member for fiscal year 2014 that continues for fiscal year 2015.

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

Objective 5.1 – By fiscal year 2019 attain annual campaign goal of $102 million a year. State Plan Goal 1

Objective 5.2 – By fiscal year 2019 increase combined university endowments from all sources at a level at least equal to the 2014 level ($341M). State Plan Goal 1

Annual campaign giving to the University of Maryland, Baltimore increased from $80.0 million in fiscal year 2009 to $114.3 million for fiscal year 2013, substantially exceeding projections. However, for fiscal year 2014 campaign giving diminished significantly and fiscal year 2015 totals rose modestly to $80 million.

Over the same period the combined endowments from the Common Trust, the UMB Foundation, the UM Foundation and the Trustees of the Endowment increased from $190.1 million to $291.2 million. After plunging precipitously in fiscal year 2009 the combined endowments recovered somewhat for fiscal year 2010 and surpassed 2008 levels in fiscal year 2013. Endowment growth in fiscal year 2014 was robust and the value of the endowments rose nearly $50 million or 17%. Through these times, UMB's endowments have actually fared better than those at many other higher education institutions.

Future investment strategies will be carefully considered to limit the downside potential of subsequent economic aberrations. Nonetheless, due to unpredictable economic conditions future investment returns may substantially vary from projections.

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

Objective 6.1 – Through fiscal year 2019 attain annual cost savings of at least 3% of the total budget based on enhanced efficiency and effectiveness. State Plan Goal 2

The annual cost savings as a percent of actual budget have ranged between 2.0% and 3.3% over the period of fiscal year 2010 through fiscal year 2014. Various cost saving strategies implemented include consolidation of administrative support, improvements in central billing and credit card processing, reduced documentation redundancy, better training on business process, policies and systems, and implementation of policies, standards and initiatives for appropriate information technology service delivery and cost management.

Objective 6.2 – Through fiscal year 2019 decrease operating expenditures per adjusted FTES to no more than the level reported for 2014 . State Plan Goal 2

Annual operating expenditures per adjusted full-time equivalent student have ranged between $57,168 and $60,570 over the four year period. Strategies to decrease costs include increased delivery of programs and courses through non-traditional means such as distance education, more efficient utilization of classroom space, and course redesigns associated with the academic transformation initiative. In the near term, upwards pressure on this indicator will likely be experienced due to reduced enrollments in the law professional program, which is weighted by a factor of four, offset by increased enrollments in undergraduate and professional master's program enrollments, which are not weighted.

KEY GOALS AND OBJECTIVES

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

Objective 1.1 Through fiscal year 2019 increase or maintain the number of undergraduate nursing, professional practice doctorate and professional masters' graduates at a level at least equal to the 2014 level of 1,108.

	Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Graduates				
	Undergraduate Nursing (BSN)	281	275	287	292
	Professional Practice Doctorate				
	Dentistry (DDS)	123	127	128	127
	Law (JD)	321	285	300	269
	Medicine (MD)	153	158	165	157
	Nursing (DNP)	21	17	12	30
	Pharmacy (PharmD)	156	163	153	164
	Physical Therapy (DPT)	51	58	54	61
	Prof. Practice Doctorate Total	825	808	812	808
	Professional Masters (MS)	4	0	9	16

Objective 1.2 Through fiscal year 2019 increase extramural funding for research, service, and training projects from the 2014 base of $499 million.

	Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Grant/contract awards ($M)	$524.9	$478.8	$499.2	$497.9

Objective 1.3 Through fiscal year 2019 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing cumulative active licenses /options, disclosures received, and new patent applications filed above 2014 levels.

	Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	Cumulative number of active licenses/options	154	153	157	174
	Disclosures Received	131	128	170	139
	New Patent Applications Filed	65	79	83	82

Objective 1.4 Through fiscal year 2019 increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2014 level of 15.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Quality	Number of nationally recognized memberships and awards	13	13	15	NA

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

Objective 2.1 Through fiscal year 2019 maintain a minimum 90% graduation rate within 150% of time to degree for each principal professional program.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	Graduation Rate (150% TTD)				
	Dentistry (DDS)	91.9%	96.9%	86.2%	92.2%
	Law Day (JD)	90.3%	90.9%	91.6%	91.9%
	Medicine (MD)	95.0%	95.0%	96.3%	91.9%
	Nursing (BSN)	89.4%	96.5%	94.8%	87.4%
	Pharmacy (PharmD)	91.7%	96.2%	95.7%	97.0%
	Physical Therapy (DPT)	91.1%	87.3%	79.6%	96.5%
	Social Work (MSW)	86.1%	88.6%	87.0%	91.1%

Objective 2.2 Through fiscal year 2019 maintain a first time licensure exam pass rate for each principal professional program of at least 95%.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	First Time Exam Pass Rate				
	Dentistry (ADEX)	97%	96%	99%	94%
	Law (Maryland Bar)	86%	88%	81%	84%
	Medicine (USMLE Step 2 CK)	98%	99%	99%	97%
	Nursing BSN (NCLEX)	88%	93%	97%	90%
	Pharmacy (NAPLEX)	95%	100%	99%	99%
	Physical Therapy (NPTE)	100%	100%	100%	100%
	Social Work (LGSW)	77%	89%	89%	90%

Objective 2.3 Through fiscal year 2019 maintain an average debt of graduating students not exceeding the 2014 level.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	Professional Students Average Debt				
	Dentistry (DDS)	$181,712	$201,805	$200,410	$203,267
	Law Day and Evening (JD)	$117,092	$114,909	$102,183	$114,493
	Medicine (MD)	$151,968	$152,626	$153,562	$158,374
	Nursing (MS,CNL,DNP)	$53,392	$56,553	$57,979	$56,273
	Pharmacy (PharmD)	$133,821	$142,282	$123,199	$143,039
	Physical Therapy (DPT)	$101,769	$79,712	$106,351	$100,314
	Social Work (MSW)	$54,537	$57,734	$52,701	$56,871

Objective 2.4 Through fiscal year 2019 increase the enrollment of students educated entirely online compared to 2014 levels.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Headcount enrollment of students educated entirely online	363	419	622	NA

Objective 2.5 Through fiscal year 2019 maintain high rates of graduate employment and educational satisfaction compared to 2014.

Performance Measures		2005 Survey	2008 Survey	2011 Survey	2014 Survey
Outcome	Employment rate of undergraduates	97%	95%	94%	93%
Quality	Graduates' satisfaction with education (Nursing)	88%	92%	84%	90%

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

Objective 3.1 Through fiscal year 2019 increase enrollments in joint professional programs and programs at regional education centers compared to 2014 levels.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual

Input	Enrollment – Fall Headcount				
	Joint Professional Masters				
	MS in Law (with UMCP)	0	0	0	29
	Universities at Shady Grove				
	Nursing	248	210	253	290
	Social Work	69	58	110	89
	Pharmacy	151	147	143	120
	Other Programs				
	Total Shady Grove	468	415	506	499
	Laurel College Center	0	0	0	13

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

Objective 4.1 Through fiscal year 2019 increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2014.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Number of hours in Days of Service per full-time employee	NA	NA	NA	NA

Objective 4.2 Through fiscal year 2019, increase the number of days that faculty spend in public service with Maryland's governments, businesses, schools, and communities compared to the level reported for 2014.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Number of days in public service per full-time faculty member	8.5	9.3	10.1	10.1

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

Objective 5.1 By fiscal year 2019 attain annual campaign goal of $102 million a year.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	Campaign giving, annual ($M)	$87	$114	$71	$80

Objective 5.2 By fiscal year 2019 increase or maintain combined university endowments from all sources at a level at least equal to the 2014 level.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual

		2012	2013	2014	2015
Outcome	Endowment, annual total ($M)	$268.6	$291.2	$340.9	NA

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

Objective 6.1 Through fiscal year 2019 attain annual cost savings of at least 3% of the total budget based on enhanced efficiency and effectiveness.

		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Performance Measures					
Efficiency	Annual cost savings as a percent of actual budget	2.0%	2.3%	2.0%	NA

Objective 6.2 Through fiscal year 2019 decrease or maintain annual operating expenditures per adjusted FTES to no more than the level reported for 2014.

		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Performance Measures					
Efficiency	Operating Expenditures per Adjusted FTES	$58,138	$57,168	$58,136	$60,570

USM Core Indicators

		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Performance Measures					
Input	Enrollment (total undergraduate)	731	728	746	792
	Percent minority of all undergraduates	37%	38%	39%	37%
	Percent African-American of all undergraduates	17%	15%	14%	16%
Output	Total bachelor's degree recipients	340	337	337	333
Efficiency	Percent of replacement cost expended in operating and capital facilities renewal and renovation	1.0	1.0	1.0	1.0
	Applicants to undergraduate nursing programs	584	741	827	683
	Qualified applicants to undergraduate nursing programs denied admission	32	37	82	146

Notes: NA = data not available for the year indicated.

RESPONSE TO THE COMMISSION

Objective 5.2 (updated) – By fiscal year 2015 maintain a level of charity care at the 2009 level of 3,107 days.

Commission Assessment: In the 2014 PAR, the University reports that shortfalls to this benchmark for the past four years (2011 through 2014) are related to competing demands on faculty's time and stagnation of faculty hiring. Please describe any changes the University anticipates (e.g. hiring, grant production) that will help it to achieve the 2015 benchmark, and discuss whether and how the University intends to shift resources to address this goal.

UMB Response: Although UMB has successfully maintained its overall share of federal research funding, the nearly $2 billion reduction in total research funding provided by the National Institutes of Health resulting in 1,300 fewer grants and cuts to existing grants of between 3% to 10% across all research oriented institutions has constrained resources available to provide charity care. Likewise, the operating margins for the University of Maryland Medical System affiliated with the School of Medicine have been impacted by minimal hospital rate increases, reduced Medicare payments, and federal sequestration. Strategies pursued in a Strategic Plan jointly developed by the School of Medicine and the Medical System seek to dramatically reverse the diminished trajectory of the partnership. Continued acquisitions of regional and specialized care facilities have broadened the financial base and have increased total patient volume by 2.2%, potentially enabling additional charity care to be provided by clinical faculty.

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UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

MISSION

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

INSTITUTIONAL ASSESSMENT

Overview

UMBC's goals and objectives reflect its vision of becoming one of the nation's best public research universities of its size. These goals are consistent with the goals of Powering Maryland Forward: USM's 2020 Plan for More Degrees, A Stronger Innovation Economy, A Higher Quality of Life and achievement of our objectives directly supports the System's Plan. Consistent with our Strategic Framework for 2016, UMBC's top priorities focus on academic transformation, continuing to rank in the top tier of research universities and continuing to build the quality and size of the undergraduate and graduate student bodies. The Steering Committee has received feedback and will deliver the strategic plan Our UMBC: A Strategic Plan for Advancing Excellence to the President by January 1, 2016. We were extremely proud to be recognized by the U.S. News & World Report America's Best Colleges Guide in September as #4 in a new ranking of "Most Innovative" national universities, joining MIT and Stanford in the top five. The same publication also recognized UMBC for the quality of undergraduate teaching, with the campus ranking 6th, tied with Yale and ahead of Stanford and Duke. The following assessment focuses on achievements and trends in areas that are incorporated in the university's goals, objectives, and performance indicators.

Students

Enrollment. Enrollments surpassed the 13,000 mark for the fifth year in a row, with 13,839 students enrolled in fall 2015 (11,243 undergraduate and 2,596 graduate). Undergraduate enrollment decreased slightly -1.2% overall, -0.6% and -4.3% for full- and part-time, respectively. Out-of-state enrollment increased by 6.2% for full-time, but declined slightly for part-time (-4.3%). Overall graduate enrollment decreased by 0.2% from fall 2014, down 2.4% and up 1.8% for full- and part-time, respectively.

Enrollments in education programs remained steady at the undergraduate level in FY 2015, while declining slightly at the graduate level (see **Objective 2.1**). This decline at the graduate level is due in part to the impact of increasing admission standards driven by policy at the national level that requires CAEP accredited programs draw their students on average from the upper one-third of the college population. These standards, which are at an all-time high and will continue to increase until 2020, will pose a challenge to maintain program enrollment levels over the next six years. We did experience an increase in completions at both the undergraduate and graduate level in FY 2015 (see Objective 2.1). Several ongoing initiatives focus on preparation of teachers in the high need areas of

science and technology. Enrollments in the B.A. program in Physics Education approved by MHEC in 2007 had 7 students enrolled in fall 2015 as either their primary or secondary major. Similar enrollments in Chemistry Education, approved by MHEC in July 2008, held at 10 in fall 2015. Our new B.A. in Biology Education enrolled a total of 8 students. These programs will greatly facilitate preparation of secondary science teachers by streamlining and coordinating the requirements in science and Education so that students can complete the program in four years. The university has also added post-baccalaureate certificates in Elementary/Secondary Science Education, Mathematics Education, and STEM Education.

Caliber of Students. The university offers students a wide range of opportunities to excel both intellectually and in other types of competitions. For the seventh consecutive year, the U.S. News & World Report America's Best Colleges Guide listed UMBC among the top national universities in undergraduate teaching, this year ranking sixth among institutions "where the faculty has an unusual commitment to undergraduate teaching." Undergraduate research is one of the hallmarks of UMBC's designation as an Honors University in Maryland, and the university is participating in a Leadership Cluster of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) focusing on undergraduate research. This year 297 students participated in Undergraduate Research and Creative Achievement Day, an annual day-long celebration of student research with over 2,287 attendees, including students, faculty, staff and guests. Participants included recipients of the Office of Undergraduate Education Undergraduate Research Awards, MARC U*STAR scholars, and students from many disciplines presenting senior honors projects. Of note, 26 presentations were made by undergraduates who are pre-service teachers, presenting their results on effective teaching in middle or high school classrooms. Volume 16 of the UMBC Review: Journal of Undergraduate Research was published in spring 2015. This 235-page issue contains the work of students majoring in Biological Sciences; Chemical, Biochemical, and Environmental Engineering; Computer Science and Electrical Engineering; Gender and Women's Studies; Geography and Environmental Systems; History; Modern Languages, Linguistics, and Intercultural Communication; Philosophy; and Political Science, with research ranging from "Darwinism and Moral Realism" to "Evaluating the Ability of Low-Tech Processes to Remove Bacterial Contaminants from Drinking Water in Kenya". Also published this spring was Volume 34 of Bartleby, the university's creative arts journal consisting of students' works of fiction, creative non-fiction, poetry and art.

UMBC students' academic and co-curricular accomplishments continue to gain national and international recognition. Several undergraduate students and alumni received 2015-2106 Fulbright English teaching assistantships, including Tyler McCafferty '15, cultural anthropology and environmental studies (Malaysia); Stevenson Ramsey '14, political science (Indonesia); and Stephen Moore '15, computer engineering and mathematics (Poland).Hollie Adejumo, chemical engineering, won the UNCF-Merck Undergraduate Science Research Scholarship Award, which provides an academic scholarship as well as an internship at a Merck facility or other research institutions. Nicholas Rogers, chemical engineering, received the 2015 Undergraduate Award from the American Chemical Society's Division of Environmental Chemistry. Corey Kirk '15 English was named a 2014-2015 HASTAC (Humanities, Arts, Science and Technology Alliance and Collaboratory) Scholar. HASTAC is an alliance committed to exploring the use of technology to improve teaching, learning, and communication. Brandon Enriquez was awarded a Leadership Alliance Program scholarship for summer 2015 that allowed him to conduct research with Professor Bridget Terry Long at the Harvard Graduate School of Education. This year marks the first year that UMBC Ph.D. students have won 2015-2016 Fulbright awards to conduct research abroad. Four students were awarded research grants: Patrice Matthews '15, environmental studies (Ecuador); Kate Witt '13, M.A., intercultural communication; Cheryl Camillo, Ph.D. student in public policy (Canada); and Jared Margulies, Ph.D.

student in geography (India). Kevin Wisniewski, PhD student, language, literacy, and culture, was awarded the American Printing History Association's 2014 Michael Denker Chesapeake Chapter Fellowship. Dorothy Stachowiak, master's student, English, was named a 2014-2015 HASTAC Scholars Scholar. Mariya Shcheglovitova, PhD student, geography and environmental systems, awarded an NSF Graduate Research Fellowship and an NSF Graduate Research Internship Award. In athletics, the biggest story of the year was the journey of the men's soccer team to the College Cup, thereby becoming the first UMBC athletic team to reach the Final Four in its sport. The team, winning its third straight conference championship, made NCAA tournament history by advancing through four consecutive away games and recording four shutouts along the way. Goalkeeper Billy Heavner received the Elite 89 award for top academics in NCAA men's soccer. UMBC Swimming & Diving standout Mohamed Hussein '14, mechanical engineering, just qualified for the 2016 Olympics in Rio. His 2:00.22 time in the 200m individual medley semifinals at the 16th FINA World Championships is also a new Egyptian National Record.

Retention and Graduation. Student retention and graduation rates are important output indicators that UMBC takes very seriously and that the institution has been working vigorously to improve. We experienced a near 4 percentage point increase in our second-year retention rate this year, 91.0% from 87.4% (see output indicator for **Objective 5.1**). Our six-year graduation rate declined somewhat (66.9% compared to 68.8%), but subsequent cohort four- and five-year graduation rates indicate we will be back in line with our 2014 target (see output indicator for **Objective 5.2**). Efforts to enhance retention and graduation rates have historically been hampered, in part, by our relatively narrow program base compared to peers. UMBC has undertaken several academic initiatives designed to expand the number of certificate and degree programs available, particularly in areas with high student interest. All of these new programs are becoming established and showing growth. Computer Engineering, introduced back in 1998, continued its rebound this year, with 362 enrollments; and Financial Economics (2001) has maintained over 300 majors for the past eight years, with 348 students in fall 2015. Enrollments in Environmental Science and Environmental Studies (2003) had a combined 193 students enrolled in fall 2015. The B.A. degree in Business Technology Administration, an alternative to the B.S. in Information Systems, has grown from 55 students in its first year (fall 2005) to 298 this year. In addition, Media and Communication Studies has more than five times its initial enrollment of 47 students in fall 2007, with 251 students in fall 2015. The Minor in Entrepreneurship and Innovation had 95 enrollees in fall 2015. In its inaugural semester, our new B.A. degree in Design had 34 enrollees in fall 2013, more than doubling to 72 in fall 2015.

Another approach to improving our retention and graduation rates has been implementation of several recommendations of the Task Force on UMBC as an Honors University. Some of these initiatives are designed to increase student engagement with an expected positive effect on both retention and graduation. For example, First Year Seminars (FYS), capped at 20 students and taught by full-time faculty, are designed to create an active-learning environment enriched by field work, original research, group projects or performance as well as more traditional reading, writing, and lecture formats. In AY 2014-2015 we offered 40 sessions of 34 seminars taught by over 30 faculty and staff from departments across the university on topics ranging from "Building a Culture of Peace: What Would It Take?" and "Internal Migrations and the National Debate" to "Computation as an Experimental Tool."

The Office of Undergraduate Education (OUE) continued to expand the Introduction to an Honors University (IHU) student success seminars as one-credit additions to popular freshman courses in the disciplines (includes our one-credit First-Year Experience course connected to four-credit first-year courses). OUE also offered three-credit First Year Seminars (FYS) and one-credit Transfer Seminars.

Preliminary analyses suggest that these seminar programs are having a positive impact on retention, and assessment efforts are in place to measure student learning outcomes.

Summer 2015 was the eighth year of the Collegiate Success Institute Summer Bridge Program offered by the OUE in partnership with the Office of Summer, Winter, and Special Programs. This year saw revisions to Summer Bridge including a focus on math and writing preparedness for incoming students. New students enrolled in a Math Track (taking either MATH106 "College Algebra" or MATH150 "Pre-Calculus") or a Writing Track (taking ENGL100 "Composition") or took courses in both tracks. In conjunction with Math or English, all participants also enrolled in an IHU. Co-curricular activities and ongoing support throughout the first year are provided to all participants.

The university also offers several Living Learning Communities (LLCs) focused on students' common intellectual interests or majors. Examples include the Women Involved in Learning and Leadership LLC and the Humanities Floor. The community for Discovery Scholars is designed for students who have not decided on an academic program of study, a group that is known to have higher risk for attrition. Students in the Discovery Scholars LLC live together in the residence halls and enroll in both a FYS and an IHU together. Co-curricular activities and in-person advising are provided throughout the first year to all participants.

The Summer STEM Initiative offers students a complete slate of foundational science and math courses using active learning innovations and teaching strategies which provide students with additional opportunities to reduce the time to degree. In summer 2015, Summer STEM enrollments were up 22 percent over the pre-program (2012) summer session baseline. UMBC's College of Natural and Mathematical Sciences (CNMS) continued its mission to explore, support, and coordinate research and education through a variety of initiatives. CNMS continues its collaboration with AACC, CCBC, HCC, and MC with STEM Transfer Student Success Initiative focused on curricular alignment in Chemistry and Mathematics. CNMS also worked with Provost Philip Rous to secure $18M in NIH funding to launch the STEM BUILD at UMBC, a comprehensive STEM success initiative dedicated to institutional change, research enrichment, and targeted support of promising students receiving no other programmatic support. Also, CNMS launched the STEM Living and Learning Community in Fall 2015 with 49 residents, making it the tenth and one of the largest LLCs at UMBC. With support from USM, CNMS offered its Exploring Quantitative Undergraduate Bridges to Success (eQUBS), a four-week opportunity targeting entering freshmen to review key algebraic concepts. eQUBS was conducted using randomized control trial and gave students the opportunity to retake the UMBC math placement tests to change the level of their first math course. CNMS also collaborated with the Departments of Education and Chemistry and Biochemistry to continue its work with local education agencies to offer content rich professional development to secondary school teachers through the MHEC-funded Teacher Quality in Chemistry (TQC) Program. In another collaboration with UMBC 's Department of Education, CNMS facilitated the 2015 Summer Boot Camp and Fall Follow Up Poster Session for Middle School Math Teachers. As part of the CNMS collaboration with the Howard Hughes Medical Institute (HHMI), the college established a website for dissemination of the quantitative active-learning modules developed for introductory biology courses as part of the National Experiment in Undergraduate Education (NEXUS). The HHMI collaboration led to shared active-learning wet laboratory space at UMBC that was launched as the Science Learning Collaboratory (SLC) in April 2015.

UMBC also continued its efforts to redesign courses with an emphasis on increasing student success, retention rates, and graduation rates. Our campus has fully institutionalized a number of redesigned large-enrollment, multi-section courses which utilize technology-supported active learning strategies.

These include PSYC 100 and 200, SOCY 100, CHEM 350, ENGL 100, and MATH 150 which had been launched with previous support from the USM initiative. In addition, our internal Hrabowski Innovation Fund grant program supported a MATH 155 course redesign in spring 2015. As part of STEM BUILD at UMBC, CNMS is designing an escalating series of group research experiences to explore ways to extend the benefits of faculty-mentored research experiences to more students. The first course, SCI 101 L: Quantitative Reasoning: Measurement and Skills Laboratory, was developed with support from a Hrabowski Innovation Award and offered in Fall 2015. UMBC's BreakingGround initiative has continued to support innovations in teaching and community engagement through grants funded by Provost Rous. Three grant recipients—faculty member Tim Nohe and recent Ph.D. graduates Jessica McNeely and Allyssa Allen (applied psychology)—were named as social innovators by the Warnock Foundation based on their BreakingGround projects, and were profiled in the Baltimore Social Innovation Journal. BreakingGround was featured in several publications, including AACU's Diversity & Democracy and the new book Democracy's Education: Public Work, Citizenship, & the Future of Colleges and Universities.

Diversity. UMBC's commitment to intellectual, cultural, and ethnic diversity is one of the pillars of its institutional mission, and each year the university expends significant resources to recruit, retain, and promote the academic success of its minority graduate and undergraduate students. As of fall 2015, 47.7% of undergraduate students are minorities (see input indicator for **Objective 4.1**), a value that places UMBC considerably higher than the average of its peers. Special commendation to the Division of Student Affairs, recently named one of 31 "Most Promising Places to Work in Student Affairs" by the American College Personnel Association and Diverse: Issues in Higher Education magazine. Despite accomplishments with minority recruitment overall, success in recruiting new African American students has fluctuated unpredictably. Over the last ten years, the numbers of new African American freshmen have ranged from a low of 121 (fall 2002) to 229 (fall 2009). This year the number of African American freshmen increased by 45 (243 vs. 198 in fall 2014 and 185 in fall 2013). New African American transfer students numbered 269 in fall 2015, down 20 from fall 2014. With new race/ethnicity reporting requirements implemented in fall 2010, students can identify themselves as "Two or More Races." For fall 2015, 67 new freshmen and 58 new transfers identified themselves in this category. Also, in terms of percentages, there are a much higher percentage of African American students among new transfers than among new freshmen (21.9% vs.15.6% in fall 2015). UMBC's target for enrollment of undergraduate African American students in FY 2019 is 17.5%, and over the last ten years the percentage has been fairly constant at about 15-16%, but in fall 2015 it stands at 17.1% (see input indicator for **Objective 4.1**). The percentage of new freshmen who are Asian American increased from 15.8% in 1996 to 24.3% in fall 2015, and the percentage of undergraduates who are Asian American has grown from 12.9% in fall 1996 to 20.4% in fall 2015
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UMBC continues its vigorous efforts to attract qualified minority students. Among the strategies reflected in the university's Minority Achievement Plan are programs for high school faculty and administrators, the College Preparation and Intervention Program, WORTHY (Worthwhile to Help High School Youth), and enhanced services provided to transfer students. Other recruitment efforts include participation in college fairs (e.g., the National Society of Black Engineers and regional Hispanic/Latino Fairs). Programs such as the Reception for Talented African-American Students and the Reception for Talented Hispanic and Latino Students and the Campus Overnight Program are held on campus to attract minority students and parents to UMBC. Three grant-supported Upward Bound Programs and a grant from the Howard Hughes Medical Institute for an Undergraduate Biological Sciences Education Program each target minority students. UMBC continues to attract large numbers of undergraduate African American students pursuing degrees in the science, technology, engineering, and mathematics (STEM) areas through the Meyerhoff Scholarship Program, LSAMP, and MARC U-

STAR. UMBC has also formed partnerships with two HBCUs: Hampton University and Spelman College. The Office of Undergraduate Admissions and Orientation also works closely with the UMBC Hispanic and Latino Admissions Advisory Board that includes faculty, staff, students, and alumni to help reach the university's enrollment goals. UMBC is partnering strategically with area school systems to continue to promote, encourage and support minority student enrollment at UMBC. These partnerships include the recently established UMBC-Prince Georges County Public School's Chief Executive Officer's Award which recognizes at least one eligible student per public high school with a four-year merit award in the amount of $12,000-$18,000 per year for four years of study. Similarly, UMBC is currently partnering with Baltimore City Public Schools (BCPS) to establish the UMBC-Baltimore City Public School Chief Executive Officer's Award. Additionally, UMBC is partnering with Baltimore County Public Schools to establish a 2+2+2 Program to facilitate the smooth and seamless transition of students from Baltimore County Public Schools to the Community College of Baltimore County (CCBC) to UMBC.

The one-year retention rate for African American students once again exceeds that of all students (94.5% vs. 91.0%) (see **Objectives 4.2** vs. the output indicator for **Objective 5.1**). Historically, the graduation rate for African American students has been higher than that for all undergraduates, but in the past few years the graduation rate for African American students has fallen slightly below that of all undergraduates, (61.2% vs. 66.9%) (see **Objectives 4.3** and **5.2**). Early progress of our most current cohorts of African American freshmen leads us to believe that retention and graduation rates will continue to improve for this group, as well as the overall population. Efforts to improve retention and graduation rates, described in the previous section, can be expected to yield benefits for all of our students, including African Americans.

UMBC has made a strong institutional commitment to diversity at the graduate level by supporting and leveraging our "broadening participation" grant-funded initiatives from the National Science Foundation (NSF), and the National Institutes of Health (NIH). PROMISE: Maryland's Alliance for Graduate Education and the Professoriate (NSF EHR/HRD/AGEP), the Louis Stokes Alliance for Minority Participation's Bridge to the Doctorate Program (NSF EHR/HRD/LSAMP-BD), and the Meyerhoff Graduate Fellows program (NIH MBRS/IMSD) are examples of these initiatives. The Graduate School at UMBC has partnered with these programs to offer recruitment and retention activities for all disciplines. Activities include the Summer Horizons program and the National GEM Consortium's GRAD Lab, which recruit and train diverse undergraduate students for graduate admission, and signature professional development and retention programs such as The Dissertation House, PROF-it Professors-in-Training, and the PROMISE Summer Success Institute. UMBC also has strong participation in national programs such as the Southern Regional Education Board's (SREB) Compact for Faculty Diversity/Institute for Teaching and Mentoring, the Annual Biomedical Research Conference for Minority Students (ABRCMS), and the Ana G. Mendez University System (AGMUS) Research Symposium in San Juan, Puerto Rico in concert with UMBC's Memorandum of Understanding with Puerto Rico's Universidad Metropolitana. Through participation in these programs, and with a steady record of minority retention and successful graduation, UMBC's reputation for success with underrepresented minority graduate students continues to grow. Indeed, a recent issue of AAC&U's current issue of Peer Review includes The Jessica Effect: Valuing Cultural and Familial Connections to Broaden Success in Academe which was authored by Dr. Renetta Tull (UMBC Vice Provost for Graduate Student Development and Postdoctoral Affairs, and Director of the PROMISE Program) and showcases our culturally-sensitive approaches to supporting Latino/Hispanic graduate students. In fall 2015, 26% of UMBC's graduate students were minorities; 12% were African American.

Another aspect of diversity that has been a focus of UMBC's efforts is to increase the number of women in the STEM disciplines. The campus has active student and faculty groups of Women in Science and Engineering (WISE), and a fully institutionalized UMBC ADVANCE program (formerly NSF funded) to promote the recruitment, retention, and advancement of women faculty members in STEM disciplines. Since the 2003 inception of UMBC ADVANCE, the number of tenured and tenure-track female faculty members in STEM has increased by 67%, most notably at the levels of Associate (75%) and Full Professor (160%). UMBC also continues to implement its NSF grant, "On Ramps to Full Professor: Institutional Support for Post-Family Leave Faculty Research Reintegration," a pilot-model to accelerate the research production and progression to promotion to full for associate professor women faculty in STEM who have utilized the USM Parental Leave policy and/or Family Support Plan. To further support advancement, UMBC-ADVANCE launched a 4th ADVANCE Leadership Cohort, which brought together a cohort of four associates and one full female associate professor to focus on intentional career advancement. UMBC ADVANCE programming also supports the hiring, retention, and advancement of underrepresented minority faculty across the campus. Overall, 17% of the new TT/T faculty who began their appointments in AY15-16 were members of underrepresented minority groups. To continue our recruitment efforts, UMBC created the UMBC STRIDE committee, comprised of faculty fellows from each college who will provide advice and counsel on the best practices for recruiting well-qualified and diverse candidates for faculty positions.

Student Learning Outcomes. UMBC engages in extensive assessment activities designed to evaluate and improve student learning and to determine accountability for the quality of student learning produced. UMBC's assessment efforts are viewed as complementing ongoing campus planning processes to support the re-examination of assumptions, values, priorities, goals, objectives, practices, and programs as they relate to our mission and position among other institutions. Student learning outcomes assessment at the course-level and program-level were reported and reviewed by the deans, the UMBC Assessment Committee, the Office of Institutional Advancement, and the Provost. Efforts this year also emphasized a cross-college expansion of general education assessment activities. UMBC has established a robust culture of assessment and using results not only to improve student learning but also to establish resource allocation and investment priorities. An Assistant Director of Assessment has been hired.

Student outcomes are also assessed through feedback from alumni surveys. The most recent (2013) survey of bachelor's degree recipients one year after graduation confirmed continued high employment rates (see outcome indicator for **Objective 1.1**) and high rates of student satisfaction with preparation for employment (see quality indicator for **Objective 1.2).** The results of the 2013 survey revealed an increase in the percentage of students enrolling in graduate school compared to the 2011 survey respondents, and the percentage of graduates satisfied with the preparation for graduate school exceeded the 2014 goal of 95% (see **Objectives 1.3** and **1.4**). Finally, while the percentage of all students employed or going on to graduate school increased somewhat from the 2011 survey, this result is still somewhat below the goal for this measure for 2014 (93.0% vs. the 95.0% goal) (see **Objective 1.5**).

Faculty
Accomplishments. Faculty members comprise the core of a research university, and many at UMBC have distinguished themselves this year. Eileen O'Brien, senior lecturer, psychology, 2015 University System of Maryland Board of Regents' Faculty Award for Excellence in Teaching and Shawn Bediako, psychology, was selected as the first recipient of the UMBC Marilyn E. Demorest Faculty Advancement Award. Christopher Hennigan, assistant professor, chemical, biochemical, and environmental engineering, has received an NSF CAREER Award to conduct research related to

understanding the sources, transformation and fate of pollutants in the atmosphere. This is UMBC's 28th CAREER Award for young faculty since 1995. Curtis Menyuk, professor, computer science and electrical engineering, won the prestigious Humboldt Research Award, which is granted by the Alexander von Humboldt Foundation to scholars who have made significant contributions to their discipline and plan to continue cutting-edge research. Ryan White, assistant professor, chemistry and biochemistry, was awarded the Society of Electroanalytical Chemistry's Royce W. Murray Young Investigator Award from for the coming year (2016). This award is presented to the best young electrochemist in the world. Lynn Cazabon, associate professor, visual arts, received a Fulbright Scholars Award to teach in the New Media BA and MA programs at Liepajas University in Latvia, spring 2015 and Timothy Nohe, director of the Center for Innovation, Research and Creativity in the Arts, and professor of visual arts, was selected by the Warnock Foundation as a "social innovator" for his work to create accessible online and smartphone-delivered urban forest stewardship resources. Govind Rao, director of the Center for Advanced Sensor Technology and professor of biochemical, chemical, and environmental engineering, secured a Phase II renewal award by the Defense Advanced Research Projects Agency for $8 million over two years. The team is developing a portable device that can produce therapeutic proteins, such as insulin, in only a few hours and in small batches. Jack Suess, vice president for information technology, Matthias Gobbert, professor, mathematics and statistics, and Don Engel, Office of Research Development and department of physics, received $500,000 from the National Science Foundation for "Enabling Big Computing and Data Intensive Cyberinfrastructure," a redesign of our campus network to better support data-intensive computing: higher speeds (100Gb), software-defined networks, low-latency research transfers, and Internet2 Innovation Platform. The Institute of Marine and Environmental Technology (IMET) initiated the IMET–Partner Institutions Seed Grant Program, which funds work by a teams that include members from IMET and at least one of its partner institutions. A UMBC-IMET project led by Steve Miller, associate professor, biological sciences at UMBC, and Yantao Li, assistant professor at IMET and UMCES, pursues a project to develop commercially competitive biofuels.

Our faculty have once again generated significant expenditures for research and development (see output indicator for **Objective 6.1**), with an increase in Federal R&D expenditures between FY 2013 and FY 2014, reversing the declining trend we have experienced for the previous five years. The university ranked 10th out of eleven institutions when compared to its peers on five year growth in Federal R&D expenditures, although it is important to note the change in our peer institutions, as footnoted (**Objective 6.2**). In FY 2014, contract-and-grant awards (an indicator of future expenditures) totaled $74.0 million, compared to $79.7 million in FY 2013. However, reversing the trend in FY 2015, these awards increased to $76.2 million.

Recruitment and Retention. Although new faculty hires have been aggressively pursued, and outstanding new faculty members have been recruited, promoted, and tenured over the past several years, the net number of core faculty has continued to grow at a slow rate. Due to ongoing budget constraints, the majority of our recruitment efforts were devoted to filling faculty vacancies. As faculty members increasingly achieve national and international recognition, retention becomes a serious concern. Although faculty members leave for many reasons, we continue to lose faculty to other universities that can offer higher salaries, lower teaching loads, research support, and other perquisites. In addition, approximately 20 percent of our tenured faculty are eligible for retirement. Thus, even maintaining the current number of tenured and tenure-track faculty is proving to be a challenge. We must continue to balance expenditures on recruitment of new faculty with expenditures in support of current faculty and other university needs.

Resources and Economic Development

Facilities Renewal. UMBC has made progress under the BOR initiative to increase state funding for Facilities Renewal by .2% per year until the 2% target is achieved. After falling to .2% in FY 2010 from .7% in FY 2009, our percent of replacement cost expended in facility renewal and renovation increased modestly to .4% by FY 2014 and again to .5% in FY 2015. (**Objective 7.1**). Our percent of operating budget savings rose to 3.2% in FY 2015, surpassing the rate of 3.0% reported in FY 2011. This level of savings meets our goal of maintaining a rate of 2% by FY 2019 (Objective 7.2).

Economic Development. The expertise of UMBC's faculty and students leads to economic growth as measured in a number of ways. Through our Technology Center and Research Park, we have created 1,200 jobs in FY 2015 (**Objective 3.2**). The bwtech@UMBC Research Park contains eight buildings, including multi- and single-tenant buildings and 3 incubators, spread out over 71 acres. The park houses over 95 companies with almost 99 affiliates. We also graduated five companies from our incubator programs in FY 2015 (**Objective 3.1**). Programs highlighted at bwtech@UMBC include the Maryland Clean Energy Technology Incubator@bwtech (CETI), which is designed for early-stage companies working with solar power, wind power, biofuels, electric grid, and energy management and storage; a multitude of cybersecurity programs including the Cyber Incubator@bwtech, the Northrop Grumman Cync Program, and the CyberHive business development co-working environment for cyber companies. We also have the Life Sciences Incubator@bwtech (LSI), which is a nationally recognized life-science and technology business incubation program that is home to over 40 early-stage bioscience and technology companies; the UMBC ACTiVATE and INNoVATE training programs; and the UMBC Training Centers and the Government Contracting Institute, both of which offer high quality training to individuals in the Baltimore region.

 An indicator of UMBC faculty members' contributions to technology development is the number of invention disclosures made each year. We reported a three-year rolling average of 24.33 invention disclosures in FY 2012, compared to 26.33 as of FY 2015 (see **Objective 3.3**).

RESPONSE TO THE COMMISSION

Objective 2.1   Increase the number of students completing teacher training at UMBC and available to be hired by Maryland public schools from 92 in FY 2009 to 100 in FY 2014.

Commission Assessment: The number of undergraduate and post-bachelor students enrolled teacher training declined from a peak of 824 in 2012 to 463 in 2014, with corresponding declines in graduations as well. Explain the reasons for the decline in enrollment, and discuss any institutional actions intended to increase enrollment and graduation.

UMBC Response: Enrollments in education programs declined in 2014, but remained steady at the undergraduate level, with a very slight decline at the graduate level in 2015 (see **Objective 2.1**). Challenges with enrollment levels are due in part to the impact of increasing admission standards driven by policy at the national level that requires CAEP accredited programs draw their students on average from the upper one-third of the college population. These standards, which are at an all-time high and will continue to increase until 2020, will pose a challenge to maintain program enrollment levels over the next six years. Several ongoing initiatives focus on preparation of teachers in the high need areas of science and technology. Over the past several years, we have implemented B.A. programs in Physics Education (2007), Chemistry Education (2008), and Biology Education (2014), all of which have shown modest enrollments. These programs will greatly facilitate preparation of secondary science teachers by streamlining and coordinating the requirements in science and Education so that students can complete the program in four years. The university has also added post-baccalaureate certificates in Elementary/Secondary Science Education, Mathematics Education, and STEM Education.

Objective 3.2 Increase the number of jobs created through UMBC's Technology Center and Research Park from 1,000 in FY 2009 to 1,550 in FY 2014.

Commission Assessment: In the 2014 PAR, the University reports fluctuating figures in recent years, with an actual level of 1,200 in 2014. Please explain the factors that contributed to the smaller-than-expected job growth at the Technology and Research Park and discuss what steps, if any, the University is taking to address the shortfall.

UMBC Response: Our previous job estimates were based on the companies that were currently leasing space in the Research Park at the time of the estimates. There are new companies occupying 5521 and 5525 Research Park Drive. The prior tenant for 5521 accounted for over 200 jobs while the new companies are only accounting for 67 jobs. Moreover, the new company in 5525 has converted some of the building into a data center, which has decreased the number of jobs. The decrease in jobs is not a result of vacant space. The new companies are using the space in a different manner. At this time, both bwtech South and North are at full capacity. We do not anticipate a large increase in jobs through FY 2019, and have reset our goal to reflect these expectations.

KEY GOALS AND OBJECTIVES

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

Objective 1.1 Increase the employment rate of UMBC graduates from 74.7% in Survey Year 2014 to 81% in Survey Year 2017.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome	Employment rate of graduates	83.7%	81.3%	80.7%	74.7%

Objective 1.2 Increase the percentage of bachelor's degree recipients satisfied with the preparation for employment from 88% in Survey Year 2014 to 90% in Survey Year 2017.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Quality	% of bachelor's degree recipients satisfied with education received for employment	83.2%	84.9%	85.3%	88.0%

Objective 1.3 Maintain the graduate/professional school-going rate for UMBC's bachelor's degree recipients at 40% or higher.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome	Graduate/professional school-going rate of bachelor's degree recipients within one year of graduation	40%	43%	34.6%	43.0%
Outcome	Graduate/professional school-going rate of African-American bachelor's degree recipients within one year of graduation	50%	41.5%	39.0%	54.5%

Objective 1.4 Maintain the percentage of bachelor's degree recipients satisfied with the preparation for graduate/ professional school at 95% or higher.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Quality	% of bachelor's degree recipients satisfied with education received for graduate/professional school	97.2%	98.4%	96.2%	98.8%

Objective 1.5 Increase the percent of UMBC's bachelor's degree recipients employed and/ or going to graduate/ professional school from 93% in Survey Year 2014 to 95% in Survey Year 2017.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome	% of bachelor's degree recipients employed and/or going to graduate/ professional school within one year of graduation.	93.8%	94.3%	91.4%	93.0%
Outcome	% of African-American bachelor's degree recipients employed and/or going to graduate/ professional school within one year of graduation.	94.3%	88.7%	95.1%	90.9%

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

Objective 2.1 Increase the number of students completing teacher training at UMBC and available to be hired by Maryland public schools from 75 in FY 2014 to 100 in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of undergraduates in teacher training programs	352	262	220	220
Input	Number of post-bach students in teacher training programs	472	382	243	240
Output	Number of undergraduates completing teacher training programs	49	48	42	46
Output	Number of post-bachelor's students completing teacher training programs	53	42	33	56
Quality	Percent of undergraduate teacher candidates passing Praxis II or NTE[1]	100%	100%	100%	100%
Quality	Percent of post-bachelor's teacher candidates passing Praxis II or NTE[1]	100%	100%	100%	100%

Objective 2.2 Increase the estimated number of UMBC bachelor's degree recipients in STEM fields (science, technology, engineering, and mathematics – areas that are key to success in the knowledge economy for the State of Maryland) from 997 in FY 2014 to 1,125 in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	Number of undergraduates enrolled in STEM programs	4,989	5,517	5,873	6,212
Output	Number of baccalaureate graduates of STEM programs	858	910	997	1,106
Quality	Rank in IT bachelor's degrees awarded compared to peers[*]	2nd	2nd	2nd	3rd*

Goal 3: Promote economic development

Objective 3.1 Maintain through FY 2019 the number of companies graduating from UMBC incubator programs each year at 4 or more.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	Number of companies graduating from incubator programs	5	5	8	5

Objective 3.2   Increase the number of jobs created through UMBC's Technology Center and Research Park from 1,200 in FY 2014 to 1,300 in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Number of jobs created by UMBC's Technology Center and Research Park	1,250	1,050	1,200	1,200

Objective 3.3   Increase the three-year average of invention disclosures reported by UMBC's Office of Technology Development from 27.3 in FY 2014 to 28 in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Quality	Average number of invention disclosures over three years	24.3	24.3	27.3	26.3

Goal 4:   Enhance access and success of minority students.

Objective 4.1   Increase the % of African-American undergraduate students from 15.8% in FY 2014 to 17.5% in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	% African-American of undergraduate students enrolled	16.1%	16.3%	15.8%	16.4%
Input	% minority of undergraduate students enrolled	45.1%	45.3%	45.3%	46.3%

Objective 4.2   Maintain a retention rate of African-American students at 90% or greater through FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Second-year retention rate of African-American students	87.3%	85.5%	91.8%	94.5%

Objective 4.3   Increase the graduation rate of African-American students from 67.3% in FY 2014 to 70% in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Six-year graduation rate of African-American students	62.9%	65.6%	67.3%	61.2%

Goal 5:   Enhance success of all students.

Objective 5.1   Maintain a retention rate of UMBC undergraduates at 90% or greater through FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Input	FTE students per FT instructional faculty	23.2	23.2	23.5	22.9
Output	Second-year retention rate of students	86.1%	86.3%	87.4%	91.0%
Quality	Rank in FTE students per FT instructional faculty*	9th	9th	9th	N/A

Objective 5.2   Increase the graduation rate of UMBC undergraduates from 68.8% in FY 2014 to 70% in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Six-year graduation rate of students	64.8%	68.0%	68.8%	66.9%

Objective 5.3   Maintain at least 100 Ph.D. degrees awarded annually through FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Number of Ph.D. degrees awarded	72	95	102[5]	100

Goal 6:   Provide quality research.

Objective 6.1   Increase the dollars in total Federal R&D expenditures per FT faculty from $110,900 in FY 2014 to $135,000 in FY 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Total Federal R&D expenditures per FT faculty[3]	$154,700	$114,500	$110,900	$117,483

Objective 6.2   Rank in the top half among public research peer institutions (10th in FY 2015) in average annual growth rate (5-year) in federal R&D expenditures.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Rank in 5-year average annual growth rate in federal R&D expenditures[4]*	4th	7th	9th	10th

Required indicators not attached to a specific goal.

Objective 7.1   Allocate expenditures on facility renewal to meet 2% target by FY 2019 from .4% in FY 2014.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Efficiency	% of replacement cost expended in facility renewal and renovation	.3%	.3%	.4%	.5%

Objective 7.2   Maintain at least a 2% rate of operating budget savings through efficiency and cost containment measures.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Efficiency	% rate of operating budget savings	2.7%	2.0%	2.0%	3.2%

Notes: N/A = data not available

* Peer institutions changed in Spring 2015 as part of the MHEC adoption of competitor states peers. Ten current peers now include University of California-Riverside, University of California-Santa Cruz, University of Massachusetts-Lowell, University of Massachusetts-Amherst, North Carolina State University at Raleigh, New Jersey Institute of Technology, SUNY at Albany, SUNY at Binghamton, Miami University-Oxford, and George Mason University.

[1] Starting in FY03, UMBC's teacher preparation program required passing grades on appropriate Praxis I and II exams to be considered program completers.

[2] Data are based on the latest available NSF peer data so that FY12: FY10; FY13: FY11, FY14:FY12, FY 15:FY13. Reporting changes for AUTM data wherein data are reported at the system rather than institutional level have resulted in lack of data for several of our peer institutions. Rankings should therefore be interpreted with caution.

[3] Data are based on previous year's FY NSF data and the corresponding fall faculty data (e.g.: FY 08: Fall 06 Faculty/FY 07$) based on data availability.

[4] Data are based on the latest available NSF peer data so that FY12:FY05-FY10; FY13:FY06-FY11, etc.

[5] Data from previous year have been updated for FY 15 report.

UNIVERSITY OF MARYLAND, COLLEGE PARK

MISSION

As the State's premier public research university, its original land grant institution, and the legislatively mandated flagship institution of USM, the University of Maryland, College Park serves the citizens of the State through three broad mission areas of research, teaching, and outreach. The University is the State's primary center for graduate study and research, and it is responsible for advancing knowledge through research, providing highest quality undergraduate instruction across a broad spectrum of academic disciplines, and contributing to the economic development of the State.

INSTITUTIONAL ASSESSMENT

The University of Maryland (UMD) has an outstanding reputation as a public research university. The University attracts and retains renowned faculty members who are nationally recognized for their research, pedagogy, and service. UMD provides undergraduate and graduate students with affordable, accessible education that ranks among the best in the nation. The University's talented and diverse students demonstrate the highest levels of achievement in its history. Research productivity has steadily increased over the last ten years, and continues to grow as the University pursues new, high-impact research initiatives. UMD partners with federal agencies, industries, and emerging companies to pioneer new products and build the Maryland economy.

In 2008, the campus adopted a Strategic Plan, Transforming Maryland: Higher Expectations, and has been implementing the plan in phases since that time. Progress towards goals in the Strategic Plan continued in the sixth year of implementation in every category, with faculty and staff energetically pursuing both new and existing initiatives. Furthering the commitment to the goals of the plan, in the spring of 2015, President Loh charged the Flagship 2020 Commission to evaluate progress on priority areas and chart a course for continued success. The campus will remain focused on both university-wide and system-wide strategic priorities which garnered impressive results in the areas of undergraduate and graduate education, STEM competitiveness, research, innovation and entrepreneurship, international and corporate partnerships, fundraising, MPowering the State initiatives, environmental sustainability, and development of the Route 1 corridor.

The Managing for Results (MFR) report addresses key measures of the University's progress in reaching institutional goals that reflect priorities of the 2013 Maryland State Plan for Postsecondary Education. These goals focus on the quality and effectiveness of UMD's educational programs; access, affordability and completion; diversity; innovation; economic growth and vitality; and the use and distribution of data. As part of the 2015 submission, a modified set of MFR measures will be utilized for the 2015-2019 period in order to realign UMD's commitment on these vital issues. The primary topics addressed in this narrative include quality, diversity, affordability, economic development, and workforce needs.

MFR Goals

Goal 1: Provide an enriched educational experience to our students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.

Student Recruitment. In support of the goal to attract, admit, and enroll a diverse, talented, and interesting pool of students from throughout Maryland and around the world, the Office of Undergraduate Admissions creates and implements a targeted and highly personalized recruitment strategy that utilizes a number of components. The success of these efforts is demonstrated through the successful enrollment of a Fall 2014 entering freshman class with an average high school academic GPA of over 4.15 and SAT scores of 1230-1400 among the middle 50% of the class.

Graduate Programs. The Excellence in Graduate Education Initiative continues to show success through gains in degree completion coupled with consistent time to degree completion. The 2004 cohort achieved a 65.7% completion rate with a time to degree of 5.3 years, in contrast to the 1998 cohort, which had a 50.9% completion rate and a time to degree of 5.92 years. The Graduate School supports student academic process by offering competitive research and dissertation fellowships each year. In academic year (AY) 2014-15, the Graduate School provided 93 students with academic support totaling $840,000 in stipends. Similarly, the Graduate School offers travel grants to help defray the expenses incurred by graduate students who are traveling to present at conferences and in AY 14-15, provided over $170,000 to 453 students. In addition to academic support, competitive award programs recognizing graduate student excellence are offered to graduate students. In AY 14-15, the Graduate School awarded $184,000 to 106 students who demonstrated excellence in graduate education. The Graduate School also continues to expand the number of top applicants across UMD, including 63 Flagship Fellows and 23 McNair Graduate Fellows.

Student-Centered Learning. In the Fall of 2012 the University of Maryland's new General Education Program was launched for first-time freshmen and non-Maryland transfer students. This resulted in a vast amount of course revision and new course creation undertaken by Maryland faculty members in order to strengthen and update the curriculum for our students. Faculty members have submitted over 1300 courses through the new electronic course submission system. This curriculum development process is coupled with assessment of student learning in the General Education courses. The General Education assessment approach involves a criterion-based review of student work.

Retention, Graduation, and Closing the Achievement Gap. The University sets high expectations for student success, employing practices to ensure that undergraduates achieve their educational goals in a timely fashion. The Student Academic Success-Degree Completion Policy provides regular advising, development of four-year graduation plans, benchmarks for majors, and help for students who do not achieve these benchmarks. These activities and others continue to improve overall retention and graduation rates with our all-minority rates including a 4% increase in the graduation rate of our African American students. These rates are available publically on our institution's website, along with other consumer information in compliance with the Higher Education Opportunity Act.

In response to recommendations of a 2010 task force on retention and graduation rates, 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 advised approximately 100 high-credit (60+), undecided/undeclared students per semester, providing them with the necessary time and resources to explore and declare a major in which they will be successful. TAP primarily works with students moving from science and technology majors to the humanities and social sciences. The Student Success Office oversees the reenrollment process and works closely with students on probation and dismissal, requiring conditions for the reinstatement to campus. In addition, the Office coordinates with all advising offices to develop retention initiatives and has developed a comprehensive website for students, advisors, faculty and parents. Pre-Transfer Advising is also a component of the Student Success Office. Since 2008, Pre-Transfer Advising has

helped prospective transfer students assess their readiness to transfer and estimate their time to degree completion. The Pre-Transfer advising program worked with 1,046 individuals through walk-in appointments, online chats, and telephone or scheduled meetings during FY 15. In FY 15, the Student Success Office hired an advisor for retention initiatives. This individual works closely with advisors throughout campus to develop best practices for retention and graduation of all students.

The University also provides Guided Study Sessions to students as part of the student support environment to foster success – peer-led, collaborative academic support in traditionally difficult lower-level gateway courses in many majors at UMD.

Diversity. In keeping with the strategic plan for diversity, "Transforming Maryland: Expectations for Excellence in Diversity and Inclusion," UMD continues to foster a campus where all students are given the support to excel and where we build a culture that promotes inclusive excellence. Among the achievements this past year was an increase in the number of Cultural Competence courses offered within the General Education curriculum, increasing participation to twenty new faculty members. Another strategic initiative is to promote innovative solutions focused on goals set by the strategic plan; in FY15, eight "Moving Maryland Forward" grants from the Office of Diversity & Inclusion were implemented to support new programs. Lastly, a task force comprised of representatives from academic and nonacademic offices began meetings to consider how best to serve undocumented students.

Innovation and Entrepreneurship. Understanding the many benefits of innovation and entrepreneurship (I&E), UMD launched the Academy for Innovation and Entrepreneurship (AIE) in 2013 with a campus-wide mission to engage all 38,000 students in all 12 colleges and schools in innovation and entrepreneurship. AIE is embedding I&E into the core curriculum, bringing real-world experiential learning into the classroom, and providing students opportunities to work across all disciplines to creatively solve problems about which they are passionate. The Academy is building upon the strong foundation of existing I&E courses across campus by working with faculty and existing programs to embed either design thinking or lean startup modules into existing and new courses. Altogether, there are now 141 I&E courses taught by 103 faculty members representing 34 departments at UMD.

Teaching and Learning. The new Teaching and Learning Transformation Center (TLTC) completed its first full year of operation during the AY14-15. The TLTC was created to provide a wide range of activities, including workshops, seminars, reading groups, faculty learning communities, graduate student support programs, and co-hosting of the campus Innovations in Teaching and Learning conference. Major accomplishments from the first year include: 18 campus courses redesigned affecting 3,400 students; 18 MOOCs offered; 650,000 active learnings sessions; 76,000 course completions; $650,000 UMD revenue; 250 faculty participants in departmental events; 150 participants in the Innovations in Teaching and Learning Conference; and continued partnership with the Office of Faculty Affairs to develop guidelines for teaching portfolios and peer review of faculty teaching. A faculty development program targeting junior tenure-track faculty is in development, with roll-out expected during FY16.

Quality of the Faculty. UMD continues to recruit, retain and promote outstanding faculty members to meet the state's goal of providing its citizens with a public research university whose programs and faculty are nationally recognized for excellence in research and advancement of knowledge. The University hired 83 new tenured or tenure-track faculty for the AY14-15, 38% of whom are female and 22% of whom are Asian, Black, Hispanic or of two or more ethnicities. In FY15 UMD faculty

members received three Fulbright awards, a Sloan Foundation Fellowship, and a National Endowment for the Humanities Fellowship. Five were elected Fellows of the American Association for the Advancement of Science and 12 began NSF CAREER award grants. UMD is also strengthening its commitment to the mentoring of all faculty by working with individual colleges to improve their faculty mentoring; and changes were approved for the Appointment, Promotion, and Tenure Guidelines, which now mandate mentoring for all tenure-track and associate professors.

Similarly, the ADVANCE program continues to support the retention and advancement of women and under-represented minorities in the faculty. ADVANCE engages senior women as mentors to more junior women faculty in each of the 12 academic colleges, and facilitates peer network for women assistant and associate professors and for male and female faculty of color and professional-track faculty. ADVANCE collects and shares data to increase awareness of equity issues, mentoring, and work environments, and advocates for and helps to craft policy change in areas that specifically affect women and under-represented minority faculty (e.g., parental leave, interdisciplinary and engaged research). In FY15 ADVANCE also provided seed grants to interdisciplinary teams of faculty led by women PI's that have included over 40% faculty of color, and have seen a return on investment of 8 to 1 in external funds received. UMD affirmed its commitment to the advancement of women and under-represented minority faculty by providing campus support of the project for another five years.

Goal 2: Prioritize the affordability of a top-tier education for the citizens of Maryland and success of those students with limited financial resources to succeed in an academic setting.

Affordability. The University strives to keep high-quality educational programs affordable for Maryland residents. Awards from the University's need-based grant program increased by 12% from FY13 to FY14. The Maryland Incentive Awards program continues to expand and now funds low-income students from twenty-one Baltimore City and Prince George's County high schools. "Keep Me Maryland" was launched to address a significant increase in student appeals for emergency aid to remain in school, and has raised over $1.1M for the neediest students. To reduce students' debt burdens, the University's Pathways Program awarded $2.7 million in need-based aid to 460 students during the AY13-14. Pathways I provides a debt-free education for students from poverty-level circumstances. Pathways II provides grant support to students who lose Pell Grant eligibility because of their earnings. Pathways III caps the accumulated debt at graduation to the cost of one year for rising seniors who started as freshmen and are from moderate-income families. In addition, due to the down-turn of the economy, many families continue to experience unexpected financial loss, such as changes in employment. The Office of Student Financial Aid's special circumstances committee, established in 2011, reviewed nearly 1,200 student appeals for additional aid during FY14, and was able to provide some financial relief to 53% of those students.

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

students have had high retention rates, are academically successful and graduate on schedule with fall term admits. The program will serve 1,057 students in fall 2015, a 15% increase over last year.

Goal 3: Promote the economic development of a knowledge-based economy in Maryland dedicated to the advancement and commercialization of research.

Quality of Research Development. Research awards of $550M for FY15 were record-setting and significantly higher than the FY14 research awards figure of $458M. This banner total was reached despite the continued downward trend in research funding from the federal government, and reflects our strengths in research fields critical for the future. A number of research development activities drove the increase, including partnerships with corporations, agencies, and institutions, seed grant programs, strategic outreach to funding agencies, and cross-disciplinary research projects by Maryland faculty. Significant research awards and events in the past year included: UMD partnered with MITRE to operate the first research and development center solely dedicated to enhancing cybersecurity and protecting national information systems federally funded by NIST; $94M was awarded by NASA to a UMD & Goddard team to develop a laser based instrument which will provide a unique 3-D view of the Earth's forests from space for use in climate change research; $10.7M awarded by NSF for the renewal of the Physics Frontier Center at the Joint Quantum Institute which conducts leading-edge experimental and theoretical research dedicated to exploring, controlling and exploiting quantum systems; and $3M from the NSF NRT program for an innovative new graduate training program that prepares students to be adaptable scientists in multiple settings and career paths.

Economic Growth and Vitality. The University drives Maryland's economy by educating its work force, conducting state-of-the-art research that feeds innovation, commercializing technology, and partnering with federal agencies and industry on entrepreneurial projects that create new knowledge and enterprises. UMD's economic impact on the state's economy as of 2014 was estimated at $3.16B, according to an update of a 2007 APLU Innovation & Entrepreneurship study that measured visitor spending and macroeconomic impact. The university averages $500 million in annual research expenditures and supports numerous entrepreneurship and incubator programs that have launched over 100 startups. In addition, UMD's Small Business Center worked with over 9,000 clients in one year, assisting in starting over 100 businesses with 1,212 jobs and $195 million in estimated state tax revenues.

Local Economic Development. The University of Maryland Research Park M-Square continues to be a successful collaboration of the University, state, federal government and private sector. Our M-Square Research Park hosts nearly 4,000 employees of organizations including USDA, NOAA, FDA, IARPA, Raytheon, the American Center for Physics and others. M-Square accounts for 26% of recent construction in Prince George's County. UMD continues working on its space/climate incubator to encourage involvement of applied research and technology transfer in this research area, which will complete rental of current space in existing buildings in M-Square.

MPower. UMD and the University of Maryland, Baltimore (UMB) have established a strong working relationship in the University of Maryland: MPowering the State initiative. The two campuses are leveraging their strengths to position the state in a new economic reality via several key initiatives. The Institute for Bioscience and Biotechnology (IBBR) is a collaboration with the National Institute of Standards and Technology and the for-profit biotech community to create approaches to scientific discovery and technology development that will leverage economic development in the state. The Center for Health Informatics and Biotechnology is bringing researchers together to create national prominence on genetic diseases and congenital abnormalities, the leading cause of death in infants. The

collaboration between the Carey School of Law and the College of Agriculture and Natural Resources is providing innovative support to Maryland's agricultural industry. UM Ventures is a joint initiative to promote technology transfer and commercialization that has increased the number of invention disclosures, license agreements and start-up companies at both institutions.

Goal 4. Expand our Maryland family of alumni and constituents to achieve a network of support that is the hallmark of an outstanding research institution.

Expanding the Maryland Family. This past year over 8,500 more donors gave to the University than in FY14, an increase of 26 percent. The investment in the Annual Giving program is beginning to pay dividends, thanks to new initiatives including an enhanced Tell-A-Terp calling program that increased pledges by 66%, the Launch UMD crowdfunding program that brought in over 3,200 gifts and a 24-hour campus scholarship competition that will transition to a full "Giving Day" in 2016. Alumni Association membership also saw a boost in membership numbers for FY15 but still lags behind Big Ten counterparts. New initiatives for FY16 to increase alumni association membership include: incorporate telefundraising into programming; a membership drive for a car; and continue focus on memberships for graduating seniors.

Goal 5: Prepare our graduates to be productive members of the labor force, particularly in areas considered vital to the economic success of the State.

STEM. UMD committed to using enhancement funds provided by the state to support an additional 400 STEM majors by FY16-17, and has already exceeded that enrollment goal. The College of Computer, Mathematical and Natural Sciences, the School of Engineering, and the School of Public Health continue to experience strong interest in their programs and a steady increase in undergraduate majors. Computer Science majors nearly doubled to 2,000 majors last year. In FY15 a total of 25 tenure-track faculty, 20 professional-track lecturers and six academic advisors were hired to support our STEM majors and to improve their overall academic success, time to degree and graduation rates. Laboratory renovations and technology upgrades in classrooms continue. The renovation of the School of Public Health Building will begin in FY16, using enhancement funds, in order to accommodate the surge in majors and the related increase in faculty.

According to the most recent 2014 Diverse Issues in Higher Education data (2012-2013 academic year degrees) the campus fares particularly well in graduate degree production among minorities in a number of STEM fields. The University ranks sixth in doctoral degree production for minorities in Mathematics and Statistics and tenth in Computer and Information Sciences. At the Masters' level the campus ranks sixth in degree production in Engineering for African-American students. In addition, at the undergraduate level, the University ranks third in degree production for African-Americans in the area of Biological and Biomedical Sciences.

In addition to program-specific efforts, UMD incorporates rigorous and scientific learning for first-year students across disciplines via the First-Year Innovation & Research Experience (FIRE) program. In FIRE, students earn degree credit while engaged with faculty and a peer cohort in the yearlong development of skill sets in authentic inquiry, critical thinking, innovation and experimental design, problem-solving, leadership, and scholarly communication. The program is designed to better unite the twin research and educational missions of the institution while driving gains in student persistence, retention, degree completion, academic accomplishment and acceptance into professional education programs. FIRE launched in academic year 2014-15 and served nearly 225 first-year freshmen; in

2015-16 FIRE will involve more than 400 students through the addition of five additional innovation and research streams.

Teaching STEM. The University System of Maryland has as a goal of tripling the number of STEM teacher graduates between FY09 and FY15. The University of Maryland has been making progress on its contribution to that agenda. Since 2001, the University of Maryland has more than doubled the number of STEM teachers it produces per year from an average of 25 in 2001-2003 to an average of 63 in 2013-2105. During AY 2014-15, the campus produced 59 individuals eligible for STEM certification in the State of Maryland, and the anticipated figure for AY 2015-16 is 65. Contributions to this figure come from middle grades and secondary STEM certification programs through both undergraduate and postgraduate pathways. Our aspirational goal is to graduate 100 STEM teachers per year.

To achieve this goal, the College of Education at UMD continues to re-examine its definitions and overall targets for teacher education program completers in response to changing demands from our public school partners. The College has revisited its enrollment management plan for teacher preparation programs, with the intention of decreasing teacher education enrollments in surplus fields while simultaneously increasing enrollments in critical shortage areas such as STEM. By FY19, the aim is to produce 350 teachers per year, with the majority spread across the critical shortage areas. In order to achieve this "redistribution of majors," the College has made significant curriculum changes in the critical shortage areas, which are expected to make these programs more attractive to prospective undergraduates. The middle-school program in mathematics and science is now fully implemented and has become an attractive alternative for elementary-education teacher candidates. When fully implemented, the secondary-level program is expected to increase the number of STEM majors who elect to pursue a career in teaching. At the K-8 level, with "Race to the Top" funding from MSDE, the College of Education at UMD initiated an add-on endorsement pathway for elementary STEM teacher leaders. The first cohort of MCPS teachers in this program will graduate in 2016. A second cohort was recruited to begin in the fall of 2015.

RESPONSE TO THE COMMISSION

Objective 1.1   Increase the number of UM's graduate colleges, programs, or specialty areas ranked in the top 25 nationally from 65 in 2009 to 69 in 2014.

Commission Assessment: Since 2011, the number of the University's top 25 national rankings has dropped from 64 to 56 (in 2014). While these are quite commendable figures for the University, these rankings are below the benchmark set by the University. Please discuss the University's strategies for improving performance on this indicator overall and/or within specific schools or programs.

The University strives continuously to improve student education, hire stellar faculty and undertake cutting edge research, all strategies that should increase the number of ranked colleges, programs or specialties. Education activities include the General Education Program and Student Academic Success-Degree Completion Policy discussed in Goal 1, Student Centered Learning. A faculty that is truly innovative in research and teaching is critical to improving programs, as mentioned in Goal 1, Quality of Faculty, Teaching and Learning. The University's extensive research undertakings contribute to rankings and provide opportunities for graduate student support and research. Recent research awards of note include a $94M was awarded to a UMD & Goddard team to develop a laser based instrument which will provide a unique 3-D view of the Earth's forests for use in climate change research. Other significant federal, foundation and corporate grants are discussed in Goal 3, Quality of Research Development.

Objective 5.3   Increase the number of UM teacher education program completers from 337 in 2009 to 405 or higher in 2014.

Commission Assessment: The number of undergraduate, post-bachelor, and master's students enrolled in teacher training declined from a peak of 393 in 2011 to 337 in 2014, with corresponding declines in graduations as well. Explain the reasons for the decline in enrollment, and discuss any institutional actions intended to increase enrollment and graduation. Also, discuss how, if at all, the University anticipates the new, add-on endorsement pathway created as an element of the Race to the Top funding from MSDE affected enrollments and/or will affect outcomes.

In August 2013, the Council for Accreditation of Educator Preparation adopted new accreditation guidelines which mandate that teacher preparation programs reconsider admissions policies to adhere to higher standards and be more responsive to workforce shortage and surplus needs. In line with these changes, the College of Education has updated its enrollment management plan to decrease teacher education enrollments in surplus fields, while simultaneously increasing enrollments in critical shortage areas such as special education and STEM. By FY19, the aim is to produce 350 teachers per year, with the majority (approximately two-thirds) spread across the critical shortage areas (special education, STEM, world languages, and TESOL). In order to achieve this "redistribution of majors," the College has made significant curriculum changes in the critical shortage areas, which are expected to make these programs more attractive to prospective undergraduates. The College continues to re-examine its definitions and overall targets for teacher education program completers in response to changing demands from our public school partners.

KEY GOALS AND OBJECTIVES[1]

Goal 1: Provide an enriched educational experience to our students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.

Objective 1.1   Maintain or reduce the difference in six-year graduation rates between all students and African American students from 6 percentage points in 2014 to at or below 6 percentage points in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	The percentage point difference in graduation rates between African-American and all students	9	8	6	7

Objective 1.2   Reduce the difference in six-year graduation rates between all students and Hispanic students from 6 percentage points in 2014 to 5 percentage points in 2019

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	The percentage point difference in graduation rates between African-American and all students	10	3	6	5

Objective 1.3   Create an ethnically and racially diverse community by achieving and maintaining a critical mass of at least 40% minority undergraduate students through increased recruitment and retention efforts of minority students between 2014 and 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Quality	Percentage of minority undergraduate students enrolled at UM	38%	38%	41%	42%

Objective 1.4   Maintain the second-year student retention rate of all UM students between 94.7% achieved in 2014 to 95% or higher by 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual

Output	Second-year freshman retention rate: All UM students	94.5%	93.9%	94.7%	95.7%

Objective 1.5   Increase the six-year graduation rate for all UM students from 84.1% in 2014 to 85% by 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output First-time freshman 6-year graduation rate: All UM students	81.9%	82.0%	84.1%	84.6%

Objective 1.6   Maintain the second-year retention rate of all UM minority students from 95.1% achieved in 2014 to 95% by 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output Second-year freshman retention rate: All UM minority students	94.6%	94.8%	95.1%	95.8%

Objective 1.7   Increase the six-year graduation rate for all UM minority students from 82.2% in 2014 to 83% by 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output First-time freshman 6-year graduation rate: All UM minority students	77.4%	80.4%	82.2%	82.9%

Objective 1.8   Maintain the second-year retention rate of African-American students from 93.6% in 2014 to 95% by 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output Second-year freshman retention rate: UM African-American students	93.9%	94.9%	93.6%	95.4%

Objective 1.9   Increase the six-year graduation rate for UM African-American students from 78% in 2014 to 79% by 2019.

Performance Measures	2012	2013	2014	2015

		Actual	**Actual**	**Actual**	**Actual**
Output	First-time freshman 6-year grad. rate: UM African-American students	73.4%	74.2%	78.0%	77.4%

Objective 1.10 Maintain the second-year retention rate of UM Hispanic undergraduate students from 94.6% in 2014 to 95% by 2019.

Performance Measures		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Output	Second-year freshman retention rate: UM Hispanic students	93.9%	92.8%	94.6%	93.3%

Objective 1.11 Increase the six-year graduation rate for UM Hispanic students from 77.7% in 2014 to 81% by 2019.

Performance Measures		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Output	First-time freshman 6-year grad. rate: UM Hispanic students	72.0%	79.0%	77.7%	79.9%

Objective 1.12 Increase the percentage of transfer students who graduate at UMD from 60% in 2014 to 75% by 2019.

Performance Measures		**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**
Output	New full-time undergraduate transfer 4-year graduation rate: all UM students	64%	67%	60%	71%

Goal 2: Prioritize the affordability of a top-tier education for the citizens of Maryland and the success of those students with limited financial resources to succeed in an academic setting.

Objective 2.1 Maintain or reduce the percentage of the class who default on federal loan programs to below 4% between 2014 and 2019.

Performance Measures	**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**

Output	Percentage of the class' borrowers who enter repayment on federal loans and default prior to the end of the following fiscal year	N/A	3.5%	4.2%	2.8%

Objective 2.2 Increase the six-year graduation rate for low financial resource students from 77% in 2014 to 82% by 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output First-time freshman six-year graduation rate: UM Low Financial Resource Students	75%	76%	77%	78%

Goal 3: Promote the economic development of a knowledge-based economy in Maryland, dedicated to the advancement and commercialization of research.

Objective 3.1 Increase total research and development (R&D) expenditures reported by the National Science Foundation from $458 million reported in FY 2014 to $470 million in FY 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output Total R&D expenditures as reported by NSF	$468M	$465M	$458M	$457M

Goal 4: Expand our Maryland family of alumni and constituents to achieve a network of support that is the hallmark of an outstanding research institution.

Objective 4.1 The total number of annual alumni donors to the University will increase from 20,503 in 2014 to 25,250 by 2019.

Performance Measures	2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output Total number of annual alumni donors	19,999	17,949	20,503	23,324

Goal 5: Prepare our graduates to be productive members of the labor force, particularly in areas considered vital to the economic success of the State.

Objective 5.1 The percentage of UM alumni employed in Maryland one year after graduation will be maintained at 49% from Survey Year 2014 to Survey Year 2017.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Outcome	Percentage of UM graduates employed in Maryland one year after graduation	45%	41%	41%	49%
Outcome	% of UM alumni employed full- or part-time one year after graduation	85%	82%	80%	83%

Objective 5.2 Increase or maintain the number of UM baccalaureate level graduates in STEM fields (science, technology, engineering, and math) from 3,378 in 2014 to 3,650 in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Output	Number of UM baccalaureate level STEM field graduates	2,903	3,276	3,378	3,563

Objective 5.3 Increase the number of UM teacher education program completers from 337 in 2014 to 350 or higher in 2019.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual
Outcome	Number of UM teacher education program completers (including undergraduate, master's, post-baccalaureate/non-degree)	393	357	337	311

Objective 5.4 Maintain the percentage of UM students satisfied with education received for employment from 95% in Survey Year 2014 to Survey Year 2017.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Quality	% of alumni satisfied with education received for employment one year after graduation	93%	93%	94%	95%

Objective 5.5   Maintain the percentage of UM students satisfied with education received for graduate or professional school at or above 97% between Survey Year 2014 and Survey Year 2017.

Performance Measures		2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual
Quality	% of alumni satisfied with education received for graduate or professional school one year after graduation	98%	98%	98%	98%

Notes:

[1] Please see the "UMCP MFR 2014 Operational Definitions" document for definitions and sources for each objective.

[2] Historically, performance reporting included Alumni Association memberships in donor counts. As of 2013, reporting changed to align with Voluntary Support of Education/Council for Aid to Education (VSE/CAE) standards used by the University of Maryland System office

MORGAN STATE UNIVERSITY

Morgan State University did not submit a Performance Accountability Report this year.
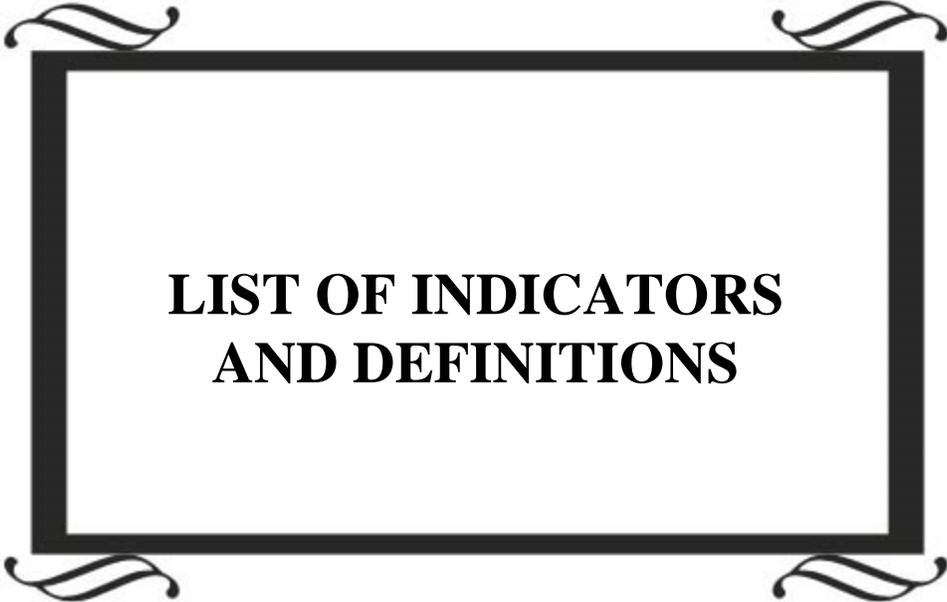
LIST OF INDICATORS
AND DEFINITIONS

MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES			
No.	Indicator	Source	Operational Definition
	STUDENT CHARACTERISTICS		
A.	Percent of credit students enrolled part time	Campus data	Percentage of fall credit students enrolled for fewer than 12 credits.
B.	Students with developmental education needs	Campus data	Percentage of first-time, fall credit students needing developmental coursework in English, reading, and/or mathematics (excluding ESOL).
C.	Percent of credit students who are first-generation college students (neither parent attended college)	CCSSE or campus data	Percentage of credit students whose mother and father or single parent did not attend college. CCSSE is conducted in the spring of even years.
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	Campus data	Total combined unduplicated headcount enrollment (credit and continuing education) in ESOL courses during the fiscal year.
E.	Financial aid recipients a. Percent of credit students receiving Pell grants b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	Financial Aid Information System	Percentage of credit students receiving financial aid. Denominator is unduplicated annual credit student headcount; numerator of (a) is unduplicated count of students receiving Pell grants; numerator of (b) is unduplicated count of students receiving any type of financial aid during the fiscal year as reported in the annual financial aid report.
F.	Credit students employed more than 20 hours per week	CCSSE or campus data	Percentage of credit students who were employed more than 20 hours per week while enrolled. CCSSE is conducted in the spring of even years.

MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES			
No.	Indicator	Source	Operational Definition
G.	Student racial/ethnic distribution a. Hispanic/Latino b. Black/African American only c. American Indian or Alaskan native only d. Native Hawaiian or other Pacific Islander only e. Asian only f. White only g. Multiple races h. Foreign/Non-resident alien i. Unknown/Unreported	Enrollment Information System	Percentage of fall credit students identified in each racial/ethnic group.
H.	Wage growth of occupational program graduates a. Median income one year prior to graduation b. Median income three years after graduation	State UI and wage records, Jacob France Institute analysis	Median annual income of full-time employed occupational program associate degree and certificate graduates during the following periods: one year prior to graduation and three years after graduation.
GOAL 1: QUALITY AND EFFECTIVENESS			
1.	Graduate satisfaction with educational goal achievement	Graduate Follow-Up Survey	Percentage of graduates indicating that their educational goal was completely or partly achieved at the time of graduation. The survey is conducted every three years for the prior fiscal year cohort. The first administration in the current cycle will be in the spring of 2012 for FY 2011 graduates.

	MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES		
No.	**Indicator**	**Source**	**Operational Definition**
2.	Non-returning student satisfaction with educational goal achievement	Non-Returning Student Survey	Percentage of students enrolled in the spring who neither received an award nor enrolled in the subsequent fall, who indicated that they had completely or partly achieved their educational goal in attending the community college. The survey is conducted in the fall of odd years for the prior spring cohort.
3.	Fall-to-fall retention a. Developmental students b. College-ready students	Enrollment Information System, campus data	Percentage of degree-seeking developmental and college-ready students attending college for the first time in the fall who return the following fall.
4.	Developmental completers after four years	Degree Progress Analysis (campus data)	Percentage of students in entering fall cohort with at least one area of developmental need, who, after four years, have completed all recommended developmental coursework. Denominator is unduplicated headcount of students identified as needing developmental coursework in English, reading, and/or mathematics (excluding ESOL). Students in numerator have completed all recommended developmental courses.
5.	Successful-persister rate after four years a. College-ready students b. Developmental completers c. Developmental non-completers d. All students in cohort	Degree Progress Analysis (campus data)	Percentage of first-time fall entering students attempting 18 or more hours during their first two years, who graduated, transferred, earned at least 30 credits with a cumulative grade point average of 2.0 or above, or were still enrolled, four years after entry. Four rates are reported for each cohort. No benchmark is required for developmental non-completers.
6.	Graduation-transfer rate after four years a. College-ready students b. Developmental completers c. Developmental non-completers d. All students in cohort	Degree Progress Analysis (campus data)	Percentage of first-time fall entering students attempting 18 or more hours during their first two years, who graduated with a degree or certificate and/or transferred to another institution of higher education, within four years. Four rates are reported for each cohort. No benchmark is required for developmental non-completers.

MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES			
No.	**Indicator**	**Source**	**Operational Definition**
7.	Licensure/certification examination pass rates	Licensure boards and agencies	Number of first-time candidates tested and percentage who passed on their first try for licensing and certification examinations. Report for each credit academic field offered at the institution for which such tests are conducted. Figures are to be reported separately for each exam. Not reported for programs with fewer than five candidates in a year.
8.	Percent of expenditures a. Instruction b. Academic Support c. Student Services d. Other	CC4	Amount of operating expenses that go to Instruction, Academic Support, Student Services (Exhibit II, Item 1 under Expenditures by Function, Column 1) / Total Educational and General Expenditures (Exhibit II, Line 2, Column 1). Amount of operating expenses that go to Other (Total Educational and General Expenditures minus Instruction, Academic Support and Student Services) / Total Educational and General Expenditures.
GOAL 2: ACCESS AND AFFORDABILITY			
9.	Annual unduplicated headcount a. Total b. Credit students c. Continuing Education Students	Campus data	Unduplicated fiscal year headcounts, including out-of-service area and out-of-state students. Total (a) is the unduplicated number derived from (b) and (c).
10.	Market share of first-time, full-time freshmen	MHEC Enrollment by Residence report	Percentage of service area residents enrolled as first-time, full-time freshmen in any Maryland college or university who are attending the community college.
11.	Market share of part-time undergraduates	MHEC Enrollment by Residence report	Percentage of service area residents enrolled as part-time undergraduates at any Maryland college or university who are attending the community college.

MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES			
No.	Indicator	Source	Operational Definition
12.	Market share of recent, college-bound public high school graduates	High School Graduate System, provided by MHEC	Percentage of new service area public high school graduates enrolled in Maryland higher education who are attending the community college.
13.	Annual enrollment in online courses a. Credit b. Continuing Education	Campus data	Total fiscal year enrollment in credit and continuing education online courses (those in which 50 percent or more of the course content is delivered online).
14.	High school student enrollment	Enrollment Information System	The number of credit students attending in the fall who are also enrolled in high school.
15.	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	MACC Databook, Governor's Budget Book	Ratio of tuition and fees for a full-time, service area student to average tuition and fees for full-time resident undergraduate at Maryland public four-year institutions. Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES			
No.	**Indicator**	**Source**	**Operational Definition**
16.	Enrollment in continuing education community service and lifelong learning courses a. Unduplicated annual headcount b. Annual course enrollments	CC3, CC10, campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with general education intent.
17.	Enrollment in continuing education basic skills and literacy courses a. Unduplicated annual headcount b. Annual course enrollments	CC3, CC10, campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with basic skills intent (e.g., ABE, GED, high school completion prep, college entrance prep courses).
GOAL 3: DIVERSITY			
18.	Minority student enrollment compared to service area population a. Percent nonwhite enrollment b. Percent nonwhite service area population, 18 or older	Enrollment Information System, U.S. Census Bureau / Maryland Office of Planning population statistics	The percentage of nonwhite full- and part-time students enrolled in the fall and the percentage of nonwhites 18 years of age or older in the service area population (may include multiple counties). Two percentages will be reported. Nonwhite students include any person whose race/ethnicity is not: • white only who did not indicate Hispanic/Latino • foreign/non-resident aliens • unknown Foreign/non-resident aliens and students with unknown or missing race will be eliminated from the denominator. The number of nonwhites in the service area is determined by subtracting the number of whites from the total population. No benchmark is required for part b.

MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES			
No.	Indicator	Source	Operational Definition
19.	Percent minorities of full-time faculty	Employee Data System	Nonwhite includes any person whose race/ethnicity is <u>not</u>: • white only who did not indicate Hispanic/Latino • foreign/non-resident aliens • unknown Foreign/non-resident aliens and individuals with unknown or missing race will be eliminated from the denominator.
20.	Percent minorities of full-time administrative and professional staff	Employee Data System	Nonwhite includes any person whose race/ethnicity is <u>not</u>: • white only who did not indicate Hispanic/Latino • foreign/non-resident aliens • unknown Foreign/non-resident aliens and individuals with unknown or missing race will be eliminated from the denominator.
21.	Successful-persister rate after four years a. African American b. Asian, Pacific Islander c. Hispanic	Degree Progress Analysis (Campus data)	Same definition as indicator 5, reported separately for African Americans, Asians, and Hispanics. Not reported for groups with fewer than 50 students in the cohort for analysis. Starting with the fall 2010 cohort, students will be reported with new race categories.
22.	Graduation-transfer rate after four years a. African American b. Asian, Pacific Islander c. Hispanic	Degree Progress Analysis (Campus data)	Same definition as indicator 6, reported separately for African Americans, Asians, and Hispanics. Not reported for groups with fewer than 50 students in the cohort for analysis. Starting with the fall 2010 cohort, students will be reported with new race categories.
GOAL 4: STUDENT-CENTERED LEARNING			

MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES			
No.	**Indicator**	**Source**	**Operational Definition**
23.	Performance at transfer institutions a. Percent with cumulative GPA after first year of 2.0 or above b. Mean GPA after first year	Transfer Student System, provided by MHEC	Percentage of transfers at Maryland public four-year colleges and universities with cumulative grade point averages of 2.0 and above; mean GPA after first year.
24.	Graduate satisfaction with preparation for transfer	Graduate Follow-Up Survey	Percentage of transfer program graduates who transferred to a four-year institution who reported that they were prepared very well or well for transfer. The survey is conducted every three years for the prior fiscal year cohort. The first administration in the current cycle will be in the spring of 2012 for FY 2011 graduates. Note: Response categories changed starting in 2008.
25.	Associate degrees and credit certificates awarded a. Career degrees b. Transfer degrees c. Certificates	Degree Information System	Number of career and transfer associate degrees and credit certificates awarded per fiscal year.
26.	Fall-to-fall retention a. Pell grant recipients b. Non-recipients	Campus and FAFSA Data	Percentage of degree-seeking Pell grant recipients and non-recipients attending college for the first time in the fall who return the following fall. Data is only available for students who submitted a FAFSA.

MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES			
No.	Indicator	Source	Operational Definition
27.	Education transfer programs a. Credit enrollment b. Credit awards	Enrollment Information System, Degree Information System	The unduplicated number of credit students enrolled in the fall and the number of credit degrees awarded annually in education transfer programs.
GOAL 5: ECONOMIC GROWTH AND VITALITY			
28.	Percent of full-time employed career program graduates working in a related field	Graduate Follow-Up Survey	Percentage of career program graduates employed full-time in jobs related or somewhat related to their academic major. The survey is conducted every three years for the prior fiscal year cohort. The first administration in the current cycle will be in the spring of 2012 for FY 2011 graduates.
29.	Graduate satisfaction with job preparation	Graduate Follow-Up Survey	Percentage of credit career program graduates employed full-time in a related or somewhat related field to their academic major who reported that they were prepared very well or well for employment. The survey is conducted every three years for the prior fiscal year cohort. The first administration in the current cycle will be in the spring of 2012 for FY 2011 graduates. Note: Response categories changed starting in 2008.
30.	Enrollment in continuing education workforce development courses a. Unduplicated annual headcount b. Annual course enrollments	CC3, CC10, campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with workforce intent (open enrollment and contract courses).

	MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES		
No.	Indicator	Source	Operational Definition
31.	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure a. Unduplicated annual headcount b. Annual course enrollments	Campus data reported to the MCCACET Licensure and Certification Affinity Group for their annual report	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with CPE intent, reported for fiscal year.
32.	Number of business organizations provided training and services under contract	Campus data	Unduplicated number of business and organizational units provided workforce and/or workplace related training and services under a contractual agreement, reported by fiscal year.
33.	Enrollment in contract training courses a. Unduplicated annual headcount b. Annual course enrollments	Campus data	Unduplicated annual headcount and fiscal year total course enrollments in workforce and/or workplace related contract training courses
34.	Employer satisfaction with contract training	Campus data using standard questions from affinity groups	Percentage of business and organizational units contracting for training and services who were very satisfied or satisfied.

MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES			
No.	Indicator	Source	Operational Definition
35.	STEM programs a. Credit enrollment b. Credit awards	Enrollment Information System, Degree Information System	The unduplicated number of credit students enrolled in the fall and the number of credit degrees and certificates awarded annually in STEM programs. For this report, STEM programs are defined as computer/information sciences, engineering/engineering technologies, mathematics and natural sciences (including physical, biological/agricultural and health sciences, but not including mental health).

			BOWIE STATE UNIVERSITY		
Indicator #	**Special Timeframe Issues**	**BSU Objective**	**Indicator/Measure**	**Source**	**Operational Definition**
			INPUTS		
1	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 17: Fall 16 (est)	3.1	Number of online programs	University data/ MHEC Distance Education Survey	Academic programs available predominately or fully online.
2	FY 12: AY 12 FY 13: AY 13 FY 14: AY 14 FY 15: AY 15 FY 16: AY 16 (est) FY 17: AY 17 (est)	3.1	Number of on-line and hybrid courses running in an AY	University Course data file/ MHEC Distance Education Survey	Number of online and hybrid format courses running in an academic year.
3	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 17: Fall 16 (est)	1.5	Number of undergraduates in STEM programs	MHEC Fall freeze data EIS	Number of undergraduate students in Biological Sciences, Computer and Information Science, Engineering, Mathematics, Physical Science and Technology (HEGIS Discipline codes 04, 07, 09, 17, and 19)
4	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 17: Fall 16 (est)	1.6	Number of undergraduates and MAT post-bach. in teacher education	MHEC Fall freeze data EIS	Number of undergraduate students in Elementary Education, Early Childhood Education, Special Education, English Education, Social Science Education, Math Education and Science Education (HEGIS discipline code 08) and graduate student enrolled in the MAT program (HEGIS 080312).
5	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 17: Fall 16 (est)	1.7	Number of undergraduates enrolled in nursing	MHEC Fall freeze data EIS	Number of undergraduate students enrolled in Nursing (HEGIS 120300)
6	FY 12: Fall 11 FY 13: Fall 12	1.7	Number of qualified applicants admitted into the nursing	Bowie State University	The number of undergraduate students formally admitted into the nursing program

			BOWIE STATE UNIVERSITY		
Indicator #	**Special Timeframe Issues**	**BSU Objective**	**Indicator/Measure**	**Source**	**Operational Definition**
	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 17: Fall 16 (est)		program.	Nursing Department	each fall.
7	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 17: Fall 16 (est)	1.7	Number of qualified applicants not admitted into nursing program	Bowie State University Nursing Department	The number of qualified undergraduate students not admitted into the nursing program each fall.
OUTPUTS					
8	FY 12: Fall 10 cohort FY 13: Fall 11 cohort FY 14: Fall 12 cohort FY 15: Fall 13 cohort FY 16: Fall 14 (est) FY 17: Fall 15 (est)	2.1.	Second-year undergraduate retention rate	MHEC; EIS	The percent of full-time, first-time, degree seeking undergraduates that return the second year after their initial enrollment. Data provided by MHEC.
9	FY 12: Fall 05 cohort FY 13: Fall 06 cohort FY 14: Fall 07 cohort FY 15: Fall 08 cohort FY 16: Fall 09 (est) FY 17: Fall 10 (est)	2.2	Six-year undergraduate graduation rate	MHEC: EIS, DIS	The percent of an initial cohort of first-time, full-time, degree seeking students that have graduated from any Maryland Public Higher Education Institutions in any of the six years subsequent to initial enrollment. Data provided by MHEC.
10	FY 12: DIS12 FY 13: DIS13 FY 14: DIS14 FY 15: DIS15 FY 16: DIS16 (est) FY 17: DIS17 (est)	1.5	Number of degrees awarded from undergraduate STEM programs	MHEC DIS	Number of bachelor's degrees awarded in Biological Sciences, Computer and Information Science, Engineering, Mathematics, Physical Science and Technology (HEGIS Discipline codes 04, 07, 09, 17, and 19)
11	FY 12: DIS12 FY 13: DIS13 FY 14: DIS14 FY 15: DIS15 FY 16: DIS16 (est)	1.6	Number of undergraduates and MAT post-bach. completing teacher training	MHEC DIS	Number of bachelor's degrees awarded in Elementary Education, Early Childhood Education, Special Education, English Education, Social Science Education, Math Education and Science Education (HEGIS

			BOWIE STATE UNIVERSITY		
Indicator #	**Special Timeframe Issues**	**BSU Objective**	**Indicator/Measure**	**Source**	**Operational Definition**
	FY 17: DIS17 (est)				discipline code 08) and Master's degrees in the MAT program (HEGIS 080312).
12	FY 12: DIS12 FY 13: DIS13 FY 14: DIS14 FY 15: DIS15 FY 16: DIS16 (est) FY 17: DIS17 (est)	1.7	Number of BSN graduates	MHEC DIS	Number of bachelor's degrees awarded in Nursing (HEGIS 120300)
			OUTCOMES		
13	2002 Survey of 2001 Graduates 2005 Survey of 2004 Graduates 2008 Survey of 2007 Graduates 2011 Survey of 2010 Graduates 2014 Survey of 2013 Graduates	1.3	Percent of students satisfied with education received for employment	MHEC Alumni Survey	Results of Alumni Survey
14	2002 Survey of 2001 Graduates 2005 Survey of 2004 Graduates 2008 Survey of 2007 Graduates 2011 Survey of 2010 Graduates 2014 Survey of 2013 Graduates	1.3	Percent of students satisfied with education received for graduate/professional school	MHEC Alumni Survey	Results of Alumni Survey
15	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 17: Fall 16 (est)	2.3	BSU tuition and fees as a percent of Prince George's County median income	USM Approved Tuition and mandatory fees and Maryland Department of Planning	Approved full-time undergraduate in-state tuition and mandatory fees for academic year divided by the median income of Prince George's County as reported by the Maryland Department of Planning.
16	FY 12: Fall 11	1.6	Number of BSU students who	MSDE data,	Number of graduates from BSU who were

BOWIE STATE UNIVERSITY					
Indicator #	**Special Timeframe Issues**	**BSU Objective**	**Indicator/Measure**	**Source**	**Operational Definition**
	FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 17: Fall 16 (est)		completed all teacher training requirements and who were reported as employed in Maryland public schools as a new hire (refers to "new hires" only)	drawn from their Staffing Reports database	reported employed for the first time (i.e., a new hire) as a teacher in a Maryland public school. As defined by MSDE, the measure pertains only to "new hires who graduated from BSU and were hired by LEAs." According to MSDE, the fiscal year data may include teachers who were certified prior to that fiscal year but who are new first time teachers in Maryland.
17	FY 12: FY 11 FY 13: FY 12 FY 14: FY 13 FY 15: FY 14 FY 16: FY 15 (est) FY 17: FY 16 (est)	4.3	Total external grants and contract revenue (millions)	BSU Audited Financial Statement	The total revenue received from federal, state, local and non-governmental grants and contracts excluding federal financial aid per fiscal year.
18	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 17: Fall 16 (est)	4.4	Classroom Utilization Rate	BSU	Use of general purpose classrooms as % of total available classrooms during a 45-hour week (8-5, M-F). Classrooms include only lecture type classrooms that are owned and operated (scheduled) by the institution. It does not include classrooms that are managed by individual departments. One-time events are generally not reflected in the utilization rate.
19	FY 12: FY 11 FY 13: FY 12 FY 14: FY 13 FY 15: FY 14 FY 16: FY 15 (est) FY 17: FY 16 (est)	4.5	Facilities renewal funding as a percentage of replacement value	USM	Sum of operating facilities renewal & capital facilities renewal as % of replacement value.
20	FY 12: FY 11 FY 13: FY 12 FY 14: FY 13 FY 15: FY 14	4.6	Percentage of E&G funds spent on instruction	BSU Budget	Instructional expenditure divided by total operating expenditures minus auxiliary & hospital expenditures.
Indicator #	Special Timeframe Issues	BSU Objective	Indicator/Measure	Source	Operational Definition
21	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 17: Fall 16 (est)	1.1	Percent of new core faculty with terminal degrees	MHEC EDS	Percent of new full-time tenure and tenure-track faculty who have a terminal degree in their field of study.
22	FY 12: FY 12 FY 13: FY 13 FY 14: FY 14 FY 15: FY 15 FY 16: FY 16 (est) FY 17: FY 17 (est)	1.2	Number of professionally accredited programs	BSU Undergraduate and Graduate Catalog	Number of academic programs accredited by professional accrediting bodies.
23	FY 12: FY 12 FY 13: FY 13 FY 14: FY 14 FY 15: FY 15 FY 16: FY 16 (est) FY 17: FY 17 (est)	1.4	Courses taught by FTE core faculty	USM Faculty Workload Report	All tenured and tenure-track faculty plus full-time non-tenure track faculty.
24	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 17: Fall 16 (est)	1.6	Pass rates for undergraduates teacher education program completers on PRAXIS II	Education Testing Service data	Self Explanatory.
25	FY 12: FY 11 FY 13: FY 12 FY 14: FY 13 FY 15: FY 14 FY 16: FY 15 (est) FY 17: FY 16 (est)	1.7	Percentage of nursing graduates passing the licensure examination	DIS and Maryland Board of Nursing	Self Explanatory.
26	FY 12: FY 12	4.1	Dollars of alumni giving	Voluntary	Cumulative total of monetary donations

437

			BOWIE STATE UNIVERSITY		
Indicator #	**Special Timeframe Issues**	**BSU Objective**	**Indicator/Measure**	**Source**	**Operational Definition**
	FY 13: FY 13 FY 14: FY 14 FY 15: FY 15 FY 16: FY 16 (est) FY 17: FY 17 (est)			Support of Education Sections 3 & 4	from alumni per year.
27	FY 12: FY 12 FY 13: FY 13 FY 14: FY 14 FY 15: FY 15 FY 16: FY 16 (est) FY 17: FY 17 (est)	4.1	Number of alumni donors	Voluntary Support of Education Sections 3 & 4	Number of alumni making monetary contributions per year
28	FY 12: FY 12 FY 13: FY 13 FY 14: FY 14 FY 15: FY 15 FY 16: FY 16 (est) FY 17: FY 17 (est)	4.2	Total gift dollars received	Voluntary Support of Education Sections 3 & 4	Total gift funds received per year from all sources..

FROSTBURG STATE UNIVERSITY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS

Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
				INPUTS	
1	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15(est.) FY 17: Fall 16(est.)	Number of undergraduates enrolled in STEM programs	EIS	Generally, these are: 040100 Biology 040101 Interpretive Biology & Natural History 040299 Ethnobotany 070100 Computer Science 070200 Computer Information Systems 070220 Information Technology 070255 Information Technology Management 090100 Engineering 070100 Mathematics 190200 Physics 190500 Chemistry 191701 Earth Science.	STEM enrollment data are collected at fall census based on the student data procedures detailed below in **number 4**. In general, STEM programs are: 040100 Biology 040101 Interpretive Biology & Natural History 040299 Ethnobotany 070100 Computer Science 070200 Computer Information Systems 070220 Information Technology 070255 Information Technology Management 090100 Engineering 070100 Mathematics 190200 Physics 190500 Chemistry 191701 Earth Science. FSU tracks STEM majors through the Semester Enrolled Population Research File (M403/P409).
2	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15(est.) FY 17: Fall 16(est.)	Number of undergraduates and MAT post-bach. in teacher education	Instit-ution	The number of undergraduate and post-baccalaureate (MAT) students who have been accepted and enrolled into a teacher-training program (in most institutions, acceptance into a teacher training program may require passing Praxis I).	Teacher education enrollment data are collected at fall census based on the student data procedures detailed below in **number 4**. Students select the teacher education major on their admissions application or through the change of major process. The Office of Planning, Assessment, and Institutional Research (OPAIR) verifies enrollment in the secondary teacher education program by reviewing students' course enrollment pattern. All secondary education majors have completed at least one of the following: EDUC200 EDUC201 EDUC202 EDUC308 PHEC497 ELED303 EDUC410 EDUC409 ELED403 EDUC445 ELED495 SCED496 EDUC497 EDUC300 EDUC392 EDUC391 ELED307 ELED494 EDUC447 EDUC300.
3	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15(est.) FY 17: Fall 16(est.)	Number of undergraduates enrolled in the RN to BSN Nursing program	EIS	The number of undergraduate students who are registered nurses that meet the program admission criteria including an active, unencumbered RN license in Maryland.	RN – BSN Nursing enrollment data are collected at fall census based on the student data procedures detailed below in **number 4**. FSU tracks RN to BSN Nursing majors through the Semester Enrolled Population Research File (M403/P409).
4	FY 12: Fall 11 FY 13: Fall 12	Headcount enrollment (Fall	EIS	Self-explanatory.	**Student Data:** Enrollment data is reported each fall to USM, MHEC, and the U.S. Department of Education (ED) using definitions established by the ED.

FROSTBURG STATE UNIVERSITY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS

Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15(est.) FY 17: Fall 16(est.)	Total in FY)			The Semester Enrolled Population Research File (M403/P409) is produced each semester on the EIS (M140) "census date", generally at the end of the drop/add period. This file contains demographic and academic data for each student enrolled for the term. It facilitates research based on the same data as reported to MHEC. The collection satisfies the requirement for a "census" file extract to be made at the time data is extracted for reporting to MHEC. The detailed student information is data entered by The Office of Admissions, Office of Graduate Services, and Office of the Registrar, Academic Departments, and other access points. The research file is maintained by the Office of Planning, Assessment, and Institutional Research. The Offices of Admission and Graduate Services are responsible for the initial student data entry which includes the demographic and academic information. Students complete a paper or web admission application. Students self select their degree status and program of study. The Offices of Admissions and Graduate Services are responsible for verification of their data entry. Once students are admitted the Office of the Registrar manages the academic records which include all course registration, grading practices, degree audits, transcripts, address changes, residency, and name changes. The Office of the Registrar is responsible for verification of their data entry. The Vice President's Office for Student and Educational Services is responsible for the data entry for changes of major and minors as students progress through their academic career. The Vice President's Office for Student and Educational Services is responsible for verification of their data entry. Academic Departments are responsible for building the academic course offerings and ensuring faculty adhere to institutional policy in relation to the students' academic record. Other offices have responsibility for such things as student dismissal and probation, NCAA eligibility, health records, and services indicators. FSU uses PeopleSoft for its ERP system. The Office of Information Technology is responsible for maintaining the ERP system. The Office of Planning, Assessment, and Institutional Research verifies the student data with the responsible office through a process called Census Clean Up. Census Clean Up verifies student data field values, ensures credit hour counts, and other salient factors of the census collections.
5	FY 12: Sum 11 +Fa 11+Spr 12 FY 13: Sum 12 +Fa 12+Spr 13 FY 14: Sum 13 +Fa 13+Spr 14 FY 15: Sum 14 +Fa 14+Spr 15 FY16: Sum 15	Number of annual off campus course enrollments	Off campus enroll- ment form	The number of enrollments in courses offered off campus and through the Internet, IVN, etc. Note: this is **not an unduplicated count**, but the sum of enrollments in all distance education and off campus courses. Off campus duplicative course enrollments	OPAIR uses data extracted from the FSU's student administration system - PeopleSoft Administrative Workflow System (PAWS) on the official semester census day to create a Course File which is then used for subsequent course inquiries. Distance education and off campus enrollment is calculated by counting all enrollment generated by a course in the summer, fall, and spring semesters. Included is the number of enrollments in courses offered off campus and/or through the Internet, IVN, etc. This is not an unduplicated count, but the total sum of enrollments in all distance education and off campus courses. The course file is produced each fall, Intersession, spring and

FROSTBURG STATE UNIVERSITY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS

Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
	+Fa 15+Spr 16 (est.) FY 17: Sum 16 +Fa 16+Spr 17			for FY (summer, fall, and spring).	summer semester on the SIS "census date". This file is used as input to produce course unit level file containing the total number of credit hours and courses taught by Faculty/Course, and instructional levels. This file contains student, course, and instructor information.
6	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15(est.) FY 17: Fall 16(est.)	Percent of economically disadvantaged students	Common Data Set	Number of degree-seeking undergraduate students, both full- and part-time, who applied for financial aid and who were determined to have financial need (from line H2c of the Common Data Set 2014-2015) divided by the total number of degree-seeking undergraduates (Line H2a).	Financial need is defined as: financial need (from line H2c of the Common Data Set 2014-2015) divided by the total number of degree-seeking undergraduates. (Line H2a). Undergraduate students included are the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. CDS definitions typically align with the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). The population is reported as unit record submission and is defined as any undergraduate student who submitted a FAFSA. This data entry is performed in the Office of Financial Aid and they are solely responsible for its accuracy. The data is reported through the Financial Aid Information System (FAIS) which provides information and will support analysis describing financial aid recipients and the amount of aid they receive during each academic year. A student is to be reported through this unit record system if he/she receives financial aid. The information reported for each student includes the student's identification number, the amounts of financial aid received through individual financial aid programs, and information to determine the level of need. The population to be reported in the unit record submission is defined as any undergraduate or graduate student who received some form of financial assistance as defined in these instructions. A data record must be submitted for each financial aid award a student at the institution received. The 2015 unit record submission contains unit record data for financial aid distributed during the calendar period July 1, 2014 through June 30, 2015. The unit record data submission file is due on or before November 15, 2015. The Office of Planning, Assessment, and Institutional Research uses a copy of FAIS to complete the CDS H section, US News and World Report, Peterson's Guide, and other financial aid submissions.
7	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 F Y 16: Fall 15 (est.) FY 17: Fall 16 (est.)	Percent African-American (Fall Undergraduate in FY)	EIS	Self-explanatory.	African-American undergraduate enrollment data is selected from the student data defined in number 4 above. African-American enrollment definitions are established by USM, MHEC, and the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). This data is collected on the admissions application.
8	FY 12: Fall 11	Percent Minority	EIS	Minority: African-American,	Minority undergraduate enrollment data is selected from the student data

FROSTBURG STATE UNIVERSITY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS					
Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
	FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est.) FY 17: Fall 16 (est.)	(Fall Undergraduate in FY)		Hispanic, Asian American, Native American, Multiracial (included in FY12, FY13, FY14, FY15)	defined in **number 4 above**. Minority undergraduate enrollment definitions are established by USM, MHEC, and the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). This data is collected on the admissions application. FY12, FY13, FY14, FY15 include Multiracial category.
				OUTPUTS	
9	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est.) FY 17: Fall 16 (est.)	Number of initiatives located at FSU	Instit-ution	Work with state and local government agencies to attract initiatives to ABC @ FSU.	
10	Fiscal year basis	Number of bachelor's degree recipients in STEM programs (annually)	DIS	Use definition of STEM program: see #1.	STEM undergraduates that received the award of a degree during the degree year of 2014-15. The programs are consistent with those defined in number 1 and adhere to the **Degree Data** procedures listed **below in number 13**. Use definition of STEM program: see **number 1**.
11	Fiscal year basis	Number of graduates in RN to BSN Nursing program (annually)	DIS	Use definition of RN to BSN Nursing program: see #3.	RN to BSN Nursing undergraduates that received the award of a degree during the degree year of 2014-15. The programs are consistent with those defined in number 1 and adhere to the **Degree Data** procedures listed **below in number 13**. Use definition of RN to BSN Nursing program: see **number 3**.
12	FY 12: Sum 11 +Fa 11+Spr 12 FY 13: Sum 12 +Fa 12+Spr 13 FY 14: Sum 13 +Fa 13+Spr 14 FY 15: Sum 14 +Fa 14+Spr 15 FY 16: Sum 15 +Fa 15+Spr 16 (est.) FY 17: Sum 16+Fa 16+Spr 17 (est.)	Number of undergraduate and post-baccalaureate students completing teacher training program	Instit-ution	The number of undergraduate and post-baccalaureate students who have completed all the requirements for teacher certification.	Teacher education undergraduates and graduates who received the award of a degree during the degree year of 2014-15. The programs are consistent with those defined in number 2 and adhere to the **Degree Data** procedures listed **below in number 13**. Students select the teacher education major on their admissions application or through the change of major process. The Office of Planning, Assessment, and Institutional Research verifies enrollment in the secondary teacher education program by reviewing students' course enrollment patterns. Early Childhood and Elementary majors self select their program of study through the admission process. All secondary education majors have completed at least one of the following: EDUC200 EDUC201 EDUC202 EDUC308 PHEC497 ELED303 EDUC410 EDUC409 ELED403 EDUC445 ELED495 SCED496 EDUC497 EDUC300 EDUC392 EDUC391 ELED307 ELED494 EDUC447 EDUC300. In addition, the Office of Planning, Assessment, and Institutional Research and the Office of Field Experiences in the College of Education collaborate in identifying students to be included. The Office of Field Experiences has the final sign off

Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
					responsibility.
13	Fiscal year basis	Total bachelor's degree recipients	DIS	The number of students graduating with a bachelor's degree (note: this is NOT the number of bachelor's degrees awarded)	**Degree Data:** The degree data is reported each July to USM, MHEC, and each spring the U.S. Department of Education (ED) using definitions established by the ED. The M416 Degree File is produced at the end of each fiscal year (FY file contains degrees awarded for Aug, Dec, Jan, May) and is based on MHEC's DIS (M413). This file contains degree related academic data for each student graduating in the fiscal year. It facilitates research based on the same data as reported to MHEC. The collection satisfies the requirement for a "degree" file extract to be made at the time data is extracted for reporting to MHEC. The detailed student information is data entered by The Office of Admissions, Office of Graduate Services, the Office of the Registrar, academic departments, and other access points. This file contains one record for each student receiving a degree during the academic year (July 1 through June 30) specified. Because it contains the same data as is on the MHEC DIS Standard File, plus other census data as it was when degree information was reported to the MHEC, it facilitates research based on the same data as reported to the MHEC. The YY in the file name (M416_YY) is the academic year identification, e.g., M416_14 contains degree recipient information for the 2014-15 academic year. The data on the file is taken from the institution's PeopleSoft tables. For each student who has received one or more degrees or certificates at the institution during the academic year, there is one 300-character record. FSU uses PeopleSoft for its ERP system. The Office of Information Technology is responsible for maintaining the ERP system.
14	FY 12: cohort of 2010 FY 13: cohort of 2011 FY 14: cohort of 2012 FY 15: cohort of 2013 FY 16: cohort of 2014 (est.) FY 17: cohort of 2015 (est.)	Second year retention rate: -African-American -Minority -All students	MHEC: EIS, DIS	The percentage of first-time, full-time degree-seeking undergraduates who re-enrolled at Frostburg State University. Minority: see #8 above. Data provided by MHEC.	Data for fiscal year actuals are taken from an annual report prepared each spring by the Maryland Higher Education Commission for the public four-year institutions in Maryland showing the second-year retention rate for all students, second-year retention rate for minority students, second-year retention rate for African-American students, six-year graduation rate for all students, six-year graduation rate for all minority students, and six-year graduation rate for all African-American students. A report is prepared by MHEC and sent to the USMO and each campus. MHEC defines the cohort as: (Retention and Graduation Rates at Maryland Public Four-Year Institutions, MHEC 2014). "…Figures for the entering class of 1996 and beyond include changes resulting from the development of the Federal Graduation Rate Survey (GRS). • Retention rate of all first-time, full-time undergraduates and not just first-time, full-time freshmen are included. • Retention rate is the percentage of first-time, full-time undergraduates who re-enrolled at Frostburg State University one year after matriculation. • Graduation rate is the percentage of first-time, full-time undergraduates who graduated from any Maryland public four-year institution within six years of matriculation.

FROSTBURG STATE UNIVERSITY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS					
Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
					• Students who are enrolled at multiple institutions are included more than once in the cohort. Prior to the 1996 cohort these cross-enrolled students were reported at only one campus on a randomly selected basis. • If an institution reports a new social security number for a student, the student is tracked on the basis of the new number. In earlier cohorts, these students were treated as having un-enrolled from the institution. The impact of this change is greatest at institutions with large numbers of foreign students, who are often assigned a temporary identification numbers when they initially enroll. • The method used to match student enrollment and degree attainment is based on the federal GRS procedures and on the recommendations of an intersegmental workgroup. Information on cohorts from previous years remains unchanged…."
15	FY 12: cohort of 05 FY 13: cohort of 06 FY 14: cohort of 07 FY 15: cohort of 08 FY 16: cohort of 09 (est.) FY 17: cohort of 04	Six year graduation rate: -African-American -Minority -All students	MHEC: EIS, DIS	The percentage of first-time, full-time degree-seeking undergraduates who graduated from any Maryland public four-year institution within six years of matriculation. Institutions may provide additional refinements based on IPEDS' national definition. Minority: see #8 above. Data provided by MHEC.	See the control procedures for **number 14** above.
16	2002 Actual 2001 DIS 2005 Actual - 2004 DIS 2008 Actual – 2007 DIS 2011 Actual– 2010 DIS 2014 Actual- 2013 DIS 2017 Estimate- 2016 DIS	Median salary of graduates	2002, 2005, 2008, 2011, 2014 Surveys = MHEC Follow-Up Survey of Grad-uates.	Median salary of bachelor's degree recipients.	Data are taken from the **Alumni Follow-up Survey (see number 22)**, sponsored by MHEC, and reported to both MHEC and the USM. Because alumni data are reported in ranges, the SAS univariate procedure was used. The univariate performs parametric and nonparametric analysis of a sample from a single population. The UNIVARIATE procedure produces descriptive statistics and exploratory data analysis.
17	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13	Faculty Diversity FT: -Women	Instit-ution	Full-Time Faculty (Self-explanatory).	**Employee Data:** The Employee Research Data File (M155) is produced at each institution each fall using the HRS files which have been "frozen" as of the Employee Data System (EDS) "census date". This research file contains

FROSTBURG STATE UNIVERSITY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS

Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
	FY 15: Fall 14 FY 16: Fall 15 (est.) FY 17: Fall 16 (est.)	-African-American -Minority			the same data as that on the MHEC EDS Standard File (M156) plus other data needed for research and report generation purposes. For each employee, the institution's HRS (PeopleSoft) is used to produce one 260-character record containing certain demographic, academic, and payroll information. The detailed employee information is data entered by the Office of Human Resources and by Payroll & Employee Services. The Office of Planning, Assessment, and Institutional Research and the Office of Human Resources invest in a six-week verification process of the data which involves querying and testing the data values for each employee. All issues are resolved by Human Resources by the time the file is submitted. Full-time faculty include tenured, on-track, and non-tenured. All appointees of academic rank and professional librarians will constitute the Faculty of Frostburg State University. Faculty are defined by using the University System of Maryland Policy on Appointment, Rank, and Tenure of Faculty and Policy on the Employment of Full-Time, Non-Tenure Track Instructional Faculty in the University System of Maryland. See *USM Policies and Statements* at http://www.usmd.edu/regents/bylaws/SectionII/ and the Frostburg State University 2013 Faculty Handbook at http://www.frostburg.edu/admin/fsenate/faculty-handbook/. The definitions for race and ethnicity are established by USM, MHEC, and the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). Categories used to describe groups to which individuals identify with, or belong, in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible non-citizens are as follows: Black, non-Hispanic, American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, White, non-Hispanic, and Multiracial. Race/ethnicity unknown is the category used to report students or employees whose race/ethnicity is not known and who the institutions are unable to place in one of the specified racial/ethnic categories. FSU uses PeopleSoft for its ERP system. The Office of Information Technology is responsible for maintaining the ERP system.
18	Fiscal year basis	Funds raised in annual giving ($M)	UMF/ VSE Report	Campaign cumulative total as of the end of each FY.	The offices of the Foundation and Annual Giving are part of the Division of University Advancement. The respective offices are responsible for collection, data entry, and auditing of annual fundraising. SunGard Advance is used as the management system. Todd Moffett, Director of Development Information Systems and Technologies, provides OPAIR with the July version of the VSE report. The Division of University Advancement is solely responsible for this data. The VSE report is defined as CAE's Voluntary Support of Education (VSE) survey and is the authoritative national source of information on private giving to higher education and private K-12 schools, consistently capturing about 85 percent of the total voluntary support to

FROSTBURG STATE UNIVERSITY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS					
Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
					colleges and universities in the United States. About a quarter of the nation's 4,000 institutions of higher education and about 250 precollegiate institutions fill out the survey each year. The survey collects data about charitable support, such as the source of gifts, the purposes for which they are earmarked, and the size of the largest gifts. Data on deferred giving and bequests are also collected. Questions about enrollment, expenditures, and endowment enable users of data to control for the size of the institution when conducting comparative research. Reporting is consistent with guidelines set forth by the Council for Advancement and Support of Education (CASE).
OUTCOMES					
19	2002 Actual - 2001 DIS 2005 Actual - 2004 DIS 2008 Actual – 2007 DIS 2011 Estimate – 2010 DIS 2014 Actual- 2013 DIS 2017 Estimate- 2016 DIS	Median salary of graduates ($000's)	2002, 2005, 2008, 2011, 2014 Surveys = MHEC Follow-Up Survey of Graduat es.	The weighted average of the mid point of the salary ranges.	Data are taken from the **Alumni Follow-up Survey (see number 22)**, sponsored by MHEC, and reported to both MHEC and the USM. Because alumni data are reported in ranges, the following formula must be used to adjust for the range: lower limit + [(n*.5 – cum freq)/freq in mid interval]*width of interval.
20	Fiscal year basis	% of replacement cost expended in facility renewal and renovation	USM Office of Capital Budget	Expenditures from operating and capital budgets on facility renewal and renovation as a percentage of the total replacement value. USM Office will provide replacement value. <[Operating facilities renewal (state supported) + capital facilities renewal (amount included in Academic Revenue Bonds) divided by the 2% replacement value] multiplied by .02 >	Data are taken by PAIR directly from the USMO's spreadsheet labeled "University System of Maryland Managing for Results Additional Information." The value definitions are Operating Facilities Renewal = amount EXPENDED in Object 14 (state supported only - BOR book actual year) and Capital Facilities Renewal = amount included in the Academic Revenue Bonds for facilities renewal. Facilities renewal is the planned renovation, adaptation, replacement, or upgrade of the systems of a capital asset during its life span such that it meets assigned functions in a reliable manner. See *USM Policies and Statements* at SECTION VIII: Fiscal and Business Affairs Section VIII-10.10 http://www.usmd.edu/regents/bylaws/SectionVIII/.
21	Fiscal year basis	Rate of operating budget reallocation	*Efficienc y Efforts of the USM*	Detailed definition included in report. Efficiency includes specific actions resulting on cost savings; cost avoidance; strategic reallocation; and	Data are taken by OPAIR directly from the USMO's spreadsheet labeled "University System of Maryland Efficiency Efforts."

FROSTBURG STATE UNIVERSITY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS					
Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
				revenue enhancement. USM Office will provide operating budget savings.	
22	2002 Actual – 2001 DIS 2005 Actual - 2004 DIS 2008 Actual – 2007 DIS 2011 Actual – 2010 DIS 2014 Actual- 2013 DIS 2017 Estimate- 2016 DIS	Percent of graduates from STEM programs employed in Maryland	2002, 2005, 2008, 2011, 2014 Surveys = MHEC Follow- Up Survey of Graduat es.	(The percentage of bachelor's degree recipients from STEM programs who held full- or part-time jobs in Maryland within one year of graduation as derived from the follow up survey of graduates) X (the number of bachelor degree recipients from IT programs). See definition #1 of STEM program.	**Alumni Follow-up Survey:** The Survey of Bachelor's Degree Recipients includes all students who earned a baccalaureate degree between July 1 and June 30 of the preceding year (students who have been out for at least 1 year – i.e., Survey 2014, conducted in summer 2014, included the students who graduated between July 1, 2013 and June 30, 2014). The Survey consists of 17 core questions as agreed to by the Maryland Higher Education Commission (MHEC), the USM office, Frostburg State University (FSU), and MICUA. The following demographic data is to be supplied by FSU for each graduate: gender, race, MHEC academic program code, and five digit home zip code. FSU must submit a written plan for the administration of the survey to MHEC and the USM office as follows: in mid-February a schedule for conducting the survey is due; two weeks prior to the administration of the survey a copy of the actual survey instrument is due. The Office of Planning, Assessment, and Institutional Research distributes an electronic survey via email in mid-July. Four subsequent reminder emails were sent to non-respondents. The Office of Planning, Assessment, and Institutional Research sends an electronic file containing the data to MHEC and the USM office by June 30 of the survey year. Once MHEC has received the data file, it prepares a printout of the responses and demographic information for Frostburg State's review. After the review is completed, statewide data is disseminated by MHEC by September 1. Use definition of STEM program: see **number 1**.
23	2002 Actual – 2001 DIS 2005 Actual - 2004 DIS 2008 Actual – 2007 DIS 2011 Actual – 2010 DIS 2014 Estimate- 2013 DIS 2017 Estimate- 2016 DIS	Percent of graduates from RN to BSN Nursing program programs employed in Maryland	2002, 2005, 2008, 2011, 2014 Surveys = MHEC Follow- Up Survey of Graduat es.	(The percentage of bachelor's degree recipients from RN to BSN Nursing program programs who held full- or part-time jobs in Maryland within one year of graduation as derived from the follow up survey of graduates) X (the number of bachelor degree recipients from IT programs). See definition #3 of RN to BSN Nursing program.	**Alumni Follow-up Survey:** The Survey of Bachelor's Degree Recipients includes all students who earned a baccalaureate degree between July 1 and June 30 of the preceding year (students who have been out for at least 1 year – i.e., Survey 2014, conducted in spring/summer 2014, included the students who graduated between July 1, 2012 and June 30, 2013). The Survey consists of 17 core questions as agreed to by the Maryland Higher Education Commission (MHEC), the USM office, Frostburg State University (FSU), and MICUA. The following demographic data is to be supplied by FSU for each graduate: gender, race, MHEC academic program code, and five digit home zip code. FSU must submit a written plan for the administration of the survey to MHEC and the USM office as follows: in mid-February a schedule for conducting the survey is due; two weeks prior to the administration of the survey a copy of the actual survey instrument is due. The Office of Planning, Assessment, and Institutional Research distributes an electronic survey via email in mid-July. Four subsequent reminder emails were sent to non-respondents. The Office of Planning, Assessment, and Institutional Research sends an electronic file containing the data to MHEC and the USM office by

FROSTBURG STATE UNIVERSITY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS

Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
					June 30 of the survey year. Once MHEC has received the data file, it prepares a printout of the responses and demographic information for Frostburg State's review. After the review is completed, statewide data is disseminated by MHEC by September 1. Use definition of RN to BSN Nursing program: see **number 3**.
24	2002 Actual – 2001 DIS 2005 Actual - 2004 DIS 2008 Actual – 2007 DIS 2011 Actual – 2010 DIS 2014 Estimate- 2013 DIS 2017 Estimate- 2016 DIS	Number of graduates employed in Maryland	2002, 2005, 2008, 2011, 2014 Surveys = MHEC Follow-Up Survey of Graduat es..	(The percentage of bachelor's degree recipients who held full- or part-time jobs in Maryland within one year of graduation as derived from the follow up survey of graduates) X (the number of bachelor degree recipients).	See the control procedures for **number 22** above.
25	2002 Actual – 2001 DIS 2005 Actual - 2004 DIS 2008 Actual – 2007 DIS 2011 Actual – 2010 DIS 2014 Estimate- 2013 DIS 2017 Estimate- 2016 DIS	Percent of graduates employed one year out	2002, 2005, 2008, 2011, 2014 Surveys = MHEC Follow-Up Survey of Graduat es.	The percentage of bachelor's degree recipients who held full- or part-time jobs within one year of graduation.	See the control procedures for **number 22** above.
26	2002 Actual – 2001 DIS 2005 Actual - 2004 DIS 2008 Actual – 2007 DIS 2011 Actual – 2010 DIS 2014 Estimate-	Student satisfaction with education received for employment	2002, 2005, 2008, 2011, 2014 Surveys = MHEC Follow-	The percentage of bachelor's degree recipients employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job.	See the control procedures for **number 22** above.

FROSTBURG STATE UNIVERSITY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS					
Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
	2013 DIS 2017 Estimate-2016 DIS		Up Survey of Graduat es.		
27	2002 Actual – 2001 DIS 2005 Actual - 2004 DIS 2008 Actual – 2007 DIS 2011 Actual – 2010 DIS 2014 Estimate-2013 DIS 2017 Estimate-2016 DIS	Student satisfaction with education received for graduate or professional school	2002, 2005, 2008, 2011, 2014 Surveys = MHEC Follow-Up Survey of Graduat es.	The percentage of bachelor's degree recipients who rated their preparation for advanced education as excellent, good or adequate (fair).	See the control procedures for **number 22** above.
28	FY 12: AY 11-12 FY 13: AY 12-13 FY 14: AY 13-14 FY 15: AY 14-15 FY 16 : AY 15-16 (est.) FY 17: AY 16-17	Days of public service per FTE faculty	USM Faculty Workloa d Report Non-Instruc-tional Produc-tivity Report	Days spent in public service with public school systems, government agencies, non-profit organizations, and businesses. FTE faculty. The number of headcount faculty adjusted to reflect their assignment to the department. For example, faculty who held a joint appointment in another department or USM institution, and part-time tenured/tenure-track faculty, should be reported as a fraction based on their appointment to the reporting department. Also, if a faculty member is on sabbatical for a full year and is paid at half rate, then he/she should be counted as 0.50 FTEF. The expected load would be reduced by 50%. [# of Days spent in	Each academic department is responsible for completing the annual "USM Faculty Workload Report." Faculty data (i.e., name, primary department, rank, tenure status, employment status, etc.) are pulled from the M435 data file for the fall and spring semesters. The Faculty Instructional Productivity File (M435_YYSX) is produced at each census for the fall and spring semesters on the "census date". This file is used by the PeopleSoft ERP to produce a report containing the total number of credit hours and courses taught by FTES/FTE-Faculty, and instructional levels for the fall and spring semesters at each institution. This file contains a 223 character record containing student, course and instructor information in the following format (Student and HRS data base elements). Course data (i.e., course title, number, and section, enrollment, faculty name, etc.) are pulled from the LC01 for the fall and spring semesters. The LC01 is the live course file that is created via a PeopleSoft query. The two data files are merged into one file. Three summary reports are then created from the merged files for each department, each broken down by type of faculty (i.e., tenure/tenure track, department chair, other, etc.). Report #1 summarizes faculty by department; Report #2 summarizes courses by faculty tenure status; and Report #3 summarizes courses by faculty tenure status by division. The Office of Planning, Assessment, and Institutional Research maintains the data and works with departments to resolve any issues. The Office of the Registrar manages the course schedule which includes all courses offered, grading practices, and faculty assignments. The academic departments provide data entry for faculty assigned to course instruction. The

449

Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
				Public Service Line 36 / FTEF Line 2 = Days of public service per FTE faculty]	Office of the Registrar is responsible for verification of their data entry. For the Non-Instructional Productivity Reports, data is collected through a web-based interface and a paper survey. The data are scored in the SAS application. The data are summarized and a report is produced for each department containing summary numbers that can be inserted into lines 28-34 and line 36 on the non-instructional productivity section of the FWL report. The non-instructional productivity faculty data include: • books published, including textbooks and edited works. • refereed works (such as journal articles, poems, short stories, etc.) published, including chapters in books. • non-refereed works published by commercial and non-commercial organizations, including newspaper articles. • creative activities ("non-verbal research") completed or in which the faculty member had a meaningful participation, including artistic (musical, theatrical and dance) performances; art exhibits; recitals; concerts; etc. • presentations given to conferences, seminars, etc. sponsored by professional associations. • externally funded research and training grants received this year. • faculty members in the department who were awarded externally funded research and training grants. • dollar amount awarded this fiscal year from all externally funded research and training grants awarded to faculty members. • days spent in public service with public school systems, government agencies, non-profit organizations, and businesses.
29	FY 12: AY 11-12 FY 13: AY 12-13 FY 14: AY 13-14 FY 15: AY 14-15 FY 16: AY 15-16 (est.) FY 17: AY 16-17 (est.)	Number of students involved in community outreach	Center for Volun-teerism & National Service Annual Report	The number of students that engage in community service, volunteerism, service-learning, and national service activities.	The University's Center for Volunteerism and National Service provides opportunities for Frostburg students and faculty to engage in effective and needed community service, volunteerism, service-learning, and national service activities in western Maryland. The Director is responsible for managing the reporting data. The Director tallies the total number of students involved in all events. This is not an unduplicated count, but the sum of the all students and events supporting the community outreach initiatives.
			QUALITY		
30	FY 12: Summer 10+Fall	Percent of undergraduate and	Instit-ution	The number of undergraduate and post-baccalaureate students	The Praxis II cohort is determined by **number 12** above. The FY cohort data is uploaded to the ETS Title II web site at https://title2.ets.org. ETS has

FROSTBURG STATE UNIVERSITY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS

FROSTBURG STATE UNIVERSITY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS					
Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
	10+Spring 11 FY 13: Summer 11+Fall 11+Spring 12 FY 14: Summer 12+Fall 12+Spring 13 FY 15: Summer 13+Fall 13+Spring 14 FY 16: Summer 14+Fall 14+Spring 15 FY 17: Summer 15+Fall 15+Spring 16 (est.)	post-baccalaureate students who completed teacher training program and passed Praxis II (or the NTE, if applicable during the transition period)		who passed the Praxis II (or NTE if applicable) divided by the number of undergraduate and post-baccalaureate students who took the Praxis II.	established the following control procedures: If the state DOE has completed the update of its licensure requirements, IHE's may begin editing their 2014-2015 cohort using the Title II website. During this period, IHE's may add or delete completers and edit their information as often as needed. Cohort closes to edits on December 15, 2015. ETS will attempt to match each program completer to their Praxis tests, using the demographic information provided by the Institution of Higher Education (IHE) on the website. Matches will occur each Sunday night, with match results posted the following Monday. During this period, IHE's may modify demographic and license information for those completers that did not match initially. ETS is not able to accept changes after the site closes December 15, 2015. ETS will send regular-route 2013-2014 reports to IHE's by this date. This period is for resolving questions that IHE's and/or state DOE's may have concerning pass rate reporting. If ETS has made an error, it will correct the error at no charge. If an IHE has made an error, ETS will correct it and regenerate the report; however, an agreed upon fee will be charged for that service. The Office of Information Service (PAIR) data enters the cohort information then verifies the match with ETS. Any non match issues are resolved by PAIR.
31	FY 12: AY 11-12 FY 13: AY 12-13 FY 14: AY 13-14 FY 15: AY 14-15 FY 16: AY 15-16 (est.) FY 17: AY 16-17 (est.)	Numbers of faculty awards	Faculty achieve ment awards- instituti onal awards that come from the Office of the Provost	Awards, honors, and distinctions – any awards, stemming from a wide variety of areas, granted by something or someone external.	Definitions from News and Media Services within the FSU Professional Achievements publication.
32	FY 12: AY 11-12 FY 13: AY 12-13 FY 14: AY 13-14 FY 15: AY 14-15 FY 16: AY 15-16 (est.) FY 17: AY 16-	Achievement of professional accreditation by programs	Instit-ution	Number of academic programs awarded professional accreditation from a national accrediting organization (e.g., NCATE and AACSB).	Accreditation involves applicant schools undergoing meticulous internal review, evaluation and adjustment – a process that can take many years. During this period, schools develop and implement a plan intended to meet the accreditation standards that ensure high quality of education. Institutions work for years through the candidacy process to achieve accreditation. Programs generally make changes over the years in everything from its vision statements, to its curriculum, to its methods of evaluating students.

Meas ure #	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition	Control Procedures
	17 (est.)				
33	FY 12: AY 11-12 FY 13: AY 12-13 FY 14: AY 13-14 FY 15: AY 14-15 FY 16: AY 15-16 (est.) FY 17: AY 17-18 (est.)	Course Units Taught by FTE Core Faculty	USM Faculty Work-load Report	The total number of course units taught on load by each type of core faculty. All graded instructional activity and advising should be converted to 3-credit equivalent units. This conversion may be computed: • through the number of course credit hours (i.e., credit hours attached to a course); • through the number of student credit hours generated in graded instructional experiences that do not follow the traditional course format (e.g., individual studies, supervision of dissertation research, etc.);through the number of contact hours involved in teaching a course; or through the number of undergraduate and graduate advisees.	See the control procedures for **number 28** above.

TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS

Measure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
INPUTS						
1	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	1.1	Total enrollment	Enrolled Information System (EIS) Table - Fall	The total number of students enrolled.	The EIS Table is produced each semester on the EIS census date (generally a few days after the drop and add period) using definitions established by the U.S. Department of Education (DOE). The file is comprised of data extracted from our PeopleSoft student information system input by the Admissions, Graduate and Registrar's Offices. The Institutional Research Director (IRD) generates a report, using the EIS Table as the source that sums the total number of students enrolled. The IRD reviews the data for validity and consistency using prior year's data and enters the number in the MFR. Final review is by the Associate Provost for Academic Resources & Planning (APARP).
2	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	1.2	Number of students in teacher training programs	EIS Table - Fall/ College of Education	The number of undergraduate students who have been accepted and enrolled into a teacher-training program. (Pre-education majors are not included.) Also includes, the number of students who have received a bachelor's or higher degree and are enrolled in a post-baccalaureate certification program, resident teacher certification program or masters	The EIS Table is produced each semester on the EIS census date (generally a few days after the drop and add period) using definitions established by the DOE. The file is comprised of data extracted from our PeopleSoft student information system input by the Admissions, Graduate and Registrar's Offices. The Office of Institutional Research (OIR) generates standard reports, using the EIS Table as the source, showing teacher training enrollments in each program. These reports are forwarded to the College of Education (COE) Coordinator of Accreditation and Assessment (CAA) who, along with the COE Associate Dean, review the data for validity and consistency using data from prior years. From the two reports, the CAA calculates the total number of students in teacher training programs and forwards the

453

TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS						
Measure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
					of arts in teaching (MAT) program.	number to the OIR. The OIR reviews the data for consistency and any discrepancies are resolved in discussions with the CAA. The number is then entered in the MFR. Final review is by the APARP.
3	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	1.3	Number of undergraduate students enrolled in STEM programs	EIS Table - Fall	The number of undergraduate (baccalaureate) student enrollments in Science, Technology, Engineering and Math (STEM) programs and/or combined major programs. Undergraduate STEM majors at Towson University include: • Biology • Chemistry • Computer Science • Earth-Space Science • Environmental Science & Studies • Forensic Chemistry • Geology • Information Systems • Information Technology • Mathematics • Medicinal	The EIS Table is produced each semester on the EIS census date (generally a few days after the drop and add period) using definitions established by the DOE. The file is comprised of data extracted from our PeopleSoft student information system input by the Admissions, Graduate and Registrar's Offices. The IRD generates a report, using the EIS Table as the source, that sums the total number of undergraduate student enrollments in one of the STEM majors and/or combined major programs. The IRD reviews the number for validity and consistency using prior years' data and enters the number in the MFR. Final review is by the APARP.

Measure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
					Chemistry • Molecular Biology, Biochemistry & Bioinformatics • Physics	
4	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	1.3	Number of graduate students enrolled in STEM programs	EIS Table - Fall	The number of graduate student (post-baccalaureate certificate, master's and doctoral) enrollments in Science, Technology, Engineering and Math (STEM) programs and/or combined major. Graduate STEM majors at Towson University include: • Applied & Industrial Mathematics • Applied Information Technology • Applied Physics • Biology • Computer Science • Database Management Systems (PBC) • Environmental Science • Forensic Science • Information	The EIS Table is produced each semester on the EIS census date (generally a few days after the drop and add period) using definitions established by the DOE. The file is comprised of data extracted from our PeopleSoft student information system input by the Admissions, Graduate and Registrar's Offices. The IRD generates a report, using the EIS Table as the source, which sums the total number of graduate student enrollments in one of the STEM programs. The IRD reviews the numbers for validity and consistency using prior years' data and enters the number in the MFR. Final review is by the APARP.

					Security & Assurance (PBC)	
					• Information Systems Management (PBC)	
					• Information Technology (Doctorate)	
					• Internet Applications Development (PBC)	
					• Networking Technologies (PBC)	
					• Software Engineering (PBC)	
5	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	1.4	Number of qualified applicants who applied to nursing program	Department of Nursing Database. Students are admitted to the program every fall and spring semester and applicant information recorded is for each semester by the Department of Nursing Admissions and Retention Coordinator (ARC).	A "qualified" applicant is defined as any applicant who has submitted all the required application materials and has a cumulative GPA of a 3.0 or higher. Students who submit an application, but withdraw at a later date, are not considered qualified. The number includes all Nursing applicants regardless of home campus. (Towson's Nursing program in	The ARC determines if an applicant is qualified. Admission requirements are stated in the *Undergraduate Catalog*. After the application deadline, applicants who have not submitted completed applications are considered ineligible by the Admissions Coordinator. Applicants who submit all application materials, but have a cumulative GPA lower than a 3.0, are reviewed by the admissions committee members. At that point students are ineligible for the program. The ARC forwards the number of qualified applicants to the IRD. The IRD reviews the numbers for consistency using prior years' data and then enters the percentage in the MFR. Final review is by the APARP.

TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS						
Measure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control Procedures**
					Hagerstown began admitting students in Fall 2006.)	
6	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	1.4	Number accepted into nursing program	Department of Nursing Database. Students are admitted to the program every fall and spring semester and applicant information recorded is for each semester by the ARC.	Selection for admittance is competitive and is based upon several factors, one of which is the cumulative grade point average. A minimum of a 3.0 on a 4.00 scale is required for admission consideration; however, most applicants maintain higher grade point averages. Admission to the program depends on the competitiveness of the applicant pool each semester. All students are reviewed by an admissions committee comprised of nursing faculty members. The number includes all Nursing applicants regardless of home campus. (Towson's Nursing program in Hagerstown began	Completed applicant files are reviewed and decisions are made by the entire Admissions and Continuance Committee (ACC), comprised of faculty members and the ARC. Decisions are recorded on the applicant files and the data is entered into the Department of Nursing's Database. The ARC forwards the number of students accepted into the nursing program to the IRD. The IRD reviews the numbers for consistency using prior years' data and then enters the percentage in the MFR. Final review is by the APARP.

Measure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
					admitting students in Fall 2006.)	
7	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	1.4	Number of undergraduates enrolled in nursing programs	EIS Table - Fall	The number of undergraduate (baccalaureate) students enrolled in the Nursing program (Pre-nursing majors are not included). The number includes all Nursing applicants regardless of home campus. (Towson's Nursing program in Hagerstown began admitting students in Fall 2006).	The EIS Table is produced each semester on the EIS census date (generally a few days after the drop and add period) using definitions established by the DOE. The file is comprised of data extracted from our PeopleSoft student information system input by the Admissions, Graduate and Registrar's Offices. The IRD generates a report, using the EIS Table as the source, that sums the total number of undergraduate (baccalaureate) students enrolled with a first or second major in Nursing. The IRD reviews the numbers for validity and consistency using prior years' data and enters the number in the MFR. Final review is by the APARP.
8	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	1.4	Number of graduate students enrolled in nursing programs	EIS Table - Fall	The number of graduate (master's) students enrolled in the Nursing program.	The EIS Table is produced each semester on the EIS census date (generally a few days after the drop and add period) using definitions established by the DOE. The file is comprised of data extracted from our PeopleSoft student information system input by the Admissions, Graduate and Registrar's Offices. The IRD generates a report, using the EIS Table as the source, that sums the total number of graduate (master's) students enrolled with a first or second major in Nursing. The IRD reviews the numbers for validity and consistency using prior years' data and enters the number in the MFR. Final review is by the APARP.

Measure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
9	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	3.1	Percent of minority undergraduate students enrolled	EIS Table - Fall	Minority defined as: US Citizens who self-report their ethnicity as anything other than "non-specified" or as exclusively white/Caucasian either on their Admission application or in their student record in PeopleSoft. The percentage is derived by dividing the number of undergraduates who are minority by the total number of undergraduates. Regardless of the race /ethnicity with which they identify, foreign / non-resident alien students are not counted as minorities. These students are identified as having a race / ethnicity of, "foreign / non-resident alien."	The EIS Table is produced each semester on the EIS census date (generally a few days after the drop and add period) using definitions established by the DOE. The file is comprised of data extracted from the PeopleSoft student information system input by the Admissions, Graduate and Registrar's Offices. The IRD generates a report, using the EIS Table as the source, which sums the total number and percent of undergraduate students enrolled by ethnicity. The aggregate and percent of minority students is calculated, reviewed by the IRD for validity and consistency using prior years' data, and the percentage is entered in the MFR. Final review is by the APARP.
10	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13	3.2	Percent of African-American undergraduate students enrolled	EIS Table - Fall	The percentage of undergraduates who are African-American per *MHEC Recommendations*	The EIS Table is produced each semester on the EIS census date (generally a few days after the drop and add period) using definitions established by the DOE. The file is comprised of data extracted from our PeopleSoft student information system input

			TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS			
Measure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control Procedures**
	2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)				*for Standard Reporting of Multi-Race Data* (July 2011). The percentage is derived by dividing the number of undergraduates who are African-American by the total number of undergraduates. Regardless of the race /ethnicity with which they identify, foreign / non-resident alien students are not counted as African-American. These students are identified as having a race / ethnicity of, "foreign / non-resident alien."	by the Admissions, Graduate and Registrar's Office. The IRD generates a report, using the EIS Table as the source, which sums the total number and percent of undergraduate students enrolled by ethnicity. The aggregate and percent of African-American students is calculated, reviewed by the IRD for validity and consistency using prior years' data, and the percentage is entered in the MFR. Final review is by the APARP.
11	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	3.7	Number of first-generation students	EIS Table – Fall and Free Application for Federal Student Aid (FAFSA)	Number of undergraduate students, both full- and part-time, who applied for financial aid and reported that neither parent completed college. (Does not include students who reported that one or both parents' education level(s) was/were unknown.)	The EIS Table is produced each semester on the EIS census date (generally a few days after the drop and add period) using definitions established by the DOE. The file is comprised of data extracted from our PeopleSoft student information system input by the Admissions, Graduate and Registrar's Office. Completed FAFSA data is imported into PeopleSoft in Institutional Student Information Records (ISIR) by the Office of Financial Aid (OFA) at least weekly. Concurrent with the EIS process, the PeopleSoft query TU_FAFSA_DATA extracts FAFSA data for each student. The

				TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS		
Measure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control Procedures**
						query results are matched to the EIS. The IRD derives first-generation and low-income status based on student responses to FAFSA questions about parents' education levels, family income, student tax dependent status and family household size. Data are reviewed for consistence with prior year. Final review is by the APARP.
12	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	3.8	Number of low-income students	EIS Table – Fall and FAFSA	Number of undergraduate students, both full- and part-time, who applied for financial aid and whose reported family income is less than 150% of the poverty mark as set by the US Department of Health and Human Services (HHS).	The EIS Table is produced each semester on the EIS census date (generally a few days after the drop and add period) using definitions established by the DOE. The file is comprised of data extracted from our PeopleSoft student information system input by the Admissions, Graduate and Registrar's Office. Completed FAFSA data is imported into PeopleSoft in Institutional Student Information Records (ISIR) by the Office of Financial Aid (OFA) at least weekly. Concurrent with the EIS process, the PeopleSoft query TU_FAFSA_DATA extracts FAFSA data for each student. The query results are matched to the EIS. The IRD derives first-generation and low-income status based on student responses to FAFSA questions about parents' education levels, family income, student tax dependent status and family household size. Data are reviewed for consistence with prior year. Final review is by the APARP.

461

			TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS			
Measure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control Procedures**
13	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	3.9	Number of incoming undergraduate veterans and service members.	EIS Table – Fall and Admissions Application Data	Number of incoming (first-time or transfer) undergraduate veterans and service members	The EIS Table is produced each semester on the EIS census date (generally a few days after the drop and add period) using definitions established by the DOE. The file is comprised of data extracted from our PeopleSoft student information system input by the Admissions, Graduate and Registrar's Office. Student admissions application data is loaded into the PeopleSoft table, PS_TU_APP_EXTRACT, on a daily basis. Employees of the University Admissions Office review the data for accuracy and consistency. Using a SAS query, the IRD identifies incoming students as veterans/service-members if they answered "yes" to these questions on their student admission application, or if they provided dates of military service. • Were you active duty for at least a year a year? • Are you a disabled veteran? • Are you a reservist in any of the US Armed Forces, including the National Guard? • I am a veteran of the United States Armed Forces who received an honorable discharge within the past 12 months and received my high school education Maryland.

TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS						
Measure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
14	2012 Actual Fall 11 2013 Actual: Fall 12 2014 Actual: Fall 13 2015 Actual: Fall 14 (est.) 2016 Est: Fall 15 (est.) 2017 Est: Fall 16 (est.)	5.2	Number of full-time equivalent students enrolled in distance education and off campus courses	PeopleSoft Student Information System	Undergraduate semester full-time equivalent (FTE) students off-campus or online plus Graduate semester FTE students off-campus or online.	Credit hour production for off-campus and online courses is extracted from the PeopleSoft Student Information through the OIR Credit Hour Production process. Any inconsistencies are resolved where necessary through validation with the Registrar's Office. The IRD reviews for consistency to prior year trend data and enters into the MFR. Final review is by the APARP.
				OUTPUTS		
15	2012 Actual: Class of 2012 2013 Actual: Class of 2013 2014 Actual: Class of 2014 2015 Actual: Class of 2015 2016 Est: Class of 2016 2017 Est: Class of 2017	1.1	Total degree recipients	MHEC Degree Information System (DIS) file	The number of students graduating with a bachelor's, master's or doctorate degree. Includes August, December and May graduates (fiscal year).	The MHEC DIS file is produced each year in July using definitions established by the DOE and consists of demographic and academic data on students who graduated during the fiscal year. The data is extracted from PeopleSoft student information system that originates from the Graduate and Registrar's Office. The IRD generates a report, using the MHEC DIS file as the source, that sums the total number graduating with a bachelor's, master's or doctorate degree. The data is reviewed by the IRD for validity and consistency using degree reports provided by MHEC. The IRD enters the number in the MFR. Final review is by the APARP.
16	2012 Actual: Class of 2012 2013 Actual: Class of 2013	1.2	Number of students completing teacher training program	DIS Table file/College of Education	The number of undergraduate students who have completed all the	The MHEC DIS file is produced each year in July using definitions established by the Department of Education and consists of demographic and academic data on students

TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS						
Measure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control Procedures**
	2014 Actual: Class of 2014 2015 Actual: Class of 2015 2016 Est: Class of 2016 2017 Est: Class of 2017				requirements for teacher certification. Also, the number of students enrolled in post-baccalaureate certification programs, resident teacher certification programs or MAT programs who have completed all the requirements for teacher certification. Includes August, December and May graduates (fiscal year).	who graduated during the fiscal year. The data is extracted from our PeopleSoft student information system input by the Graduate and Registrar's Office. The OIR generates standard reports, using the DIS Table as the source, showing the number of students who have completed requirements for teacher certification in each program. These reports are forwarded to the College of Education (COE) Coordinator of Accreditation and Assessment (CAA) who, along with the COE Associate Dean, review the data for validity and consistency using data from prior years. From the two reports, the CAA calculates the total number of students completing teacher training programs and forwards the number to the OIR. The OIR reviews the data for consistency and any discrepancies are resolved in discussions with the COE Coordinator. The number is entered by the IRD in the MFR. Final review is by the APARP.
17	2012 Actual: Class of 2012 2013 Actual: Class of 2013 2014 Actual: Class of 2014 2015 Actual: Class of 2015 2016 Est: Class of 2016 2017 Est: Class of 2017	1.3	Number of students graduating from STEM programs	MHEC DIS file	The number of students graduating with a degree in STEM fields. Undergraduate STEM programs at Towson University include: • Biology • Chemistry • Computer Science • Earth-Space Science • Environmental	The MHEC DIS file is produced each year in July using definitions established by the DOE and consists of demographic and academic data on students who graduated during the fiscal year. The data is extracted from our PeopleSoft student information system that originates from the Graduate and Registrar's Office. The IRD generates a report, using the MHEC DIS file as the source, which sums the total number of degree recipients with a first or second major in one of the STEM programs (MAJ1 and MAJ2). The IRD reviews the number for validity and consistency using prior years' data and then enters the number in the MFR. Final review is by the APARP.

					TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS	
Measure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control Procedures**
					Science & Studies • Forensic Chemistry • Geology • Information Systems • Information Technology • Mathematics • Medicinal Chemistry • Molecular Biology, Biochemistry & Bioinformatics • Physics Graduate STEM programs at Towson University include: • Applied & Industrial Mathematics • Applied Information Technology • Applied Physics • Biology • Computer Science • Database Management Systems (PBC) • Environmental Science • Forensic Science • Information Security &	

		TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS				
Measure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control Procedures**
					Assurance (PBC) • Information Systems Management (PBC) • Information Technology (Doctorate) • Internet Applications Development (PBC) • Networking Technologies (PBC) • Software Engineering (PBC) Includes August, December and May graduates (fiscal year).	
18	2012 Actual: Class of 2012 2013 Actual: Class of 2013 2014 Actual: Class of 2014 2015 Actual: Class of 2015 2016 Est: Class of 2016 2017 Est: Class of 2017	1.4	Number of students graduating from nursing programs	MHEC DIS file	The number of students graduating with a bachelor's degree in Nursing (includes both first and subsequent majors) plus the number of students graduating with a master's degree in Nursing. Includes August, December and May graduates (fiscal year).	The MHEC DIS file is produced each year in July using definitions established by the Department of Education and consists of demographic and academic data on students who graduated during the fiscal year. The data is extracted from our PeopleSoft student information system that originates from our Graduate and Registrar's Office. The IRD generates a report, using the MHEC DIS file as the source, that sums the total number of undergraduate (baccalaureate) degree recipients with a first or second major in Nursing (MAJ1 and MAJ2). The IRD reviews the numbers for validity and consistency using prior years'

						data and then enters the number in the MFR. Final review is by the APARP.

Measure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
19	2012 Actual: 2010 cohort 2013 Actual: 2011 cohort 2014 Actual: 2012 cohort 2015 Actual: 2013 cohort 2016 Est: 2014 cohort (est.) 2017 Est: 2015 cohort (est.)	3.3	Second year retention rate of minority students	MHEC Retention and Graduation Data Report generated each April for the MHEC PAR/MFR process	The percentage of first-time, full-time degree-seeking minority undergraduates who re-enrolled at any Maryland public four-year institution one year after matriculation. Data provided by MHEC.	Data for fiscal year actuals are taken from a report prepared each spring by the Maryland Higher Education Commission (MHEC) showing the second year retention rate for all students, second year retention rate for minority students, second year retention rate of African-American students, six year graduation rate for all students, six year graduation rate for all minority students, and six year graduation rate for all African-American students. The data is provided to the IRD who reviews the information for comparability and consistency to internal retention and graduation rates and enters the data in the MFR. Final review is by the APARP.
20	2012 Actual: 2010 cohort 2013 Actual: 2011 cohort 2014 Actual: 2012 cohort 2015 Actual: 2013 cohort 2016 Est: 2014 cohort (est.) 2017 Est: 2015 cohort (est.)	3.4	Second year retention rate: African-American students	MHEC Retention and Graduation Data Report generated each April for the MHEC PAR/MFR process	The percentage of first-time, full-time degree-seeking African-American undergraduates who re-enrolled at any Maryland public four-year institution one year after matriculation. Data provided by MHEC.	See Control Procedure for Measure #19.

467

			TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS			
Measure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control Procedures**
21	2012 Actual: 2010 cohort 2013 Actual: 2011 cohort 2014 Actual: 2012 cohort 2015 Actual: 2013 cohort 2016 Est: 2014 cohort (est.) 2017 Est: 2015 cohort (est.)	3.5	Six year graduation rate of minority students	MHEC Retention and Graduation Data Report generated each April for the MHEC PAR/MFR process	The percentage of first-time, full-time degree-seeking minority undergraduates who graduated from any Maryland public four-year institution within six years of matriculation. Data provided by MHEC.	See Control Procedure for Measure #19.
22	2012 Actual: 2005 cohort 2013 Actual: 2006 cohort 2014 Actual: 2007 cohort 2015 Actual: 2008 cohort 2016 Est: 2009 cohort (est.) 2017 Est: 2010 cohort (est.)	3.6	Six year graduation rate: African-American students	MHEC Retention and Graduation Data Report generated each April for the MHEC PAR/MFR process	The percentage of first-time, full-time degree-seeking African-American undergraduates who graduated from any Maryland public four-year institution within six years of matriculation. Data provided by MHEC.	See Control Procedure for Measure #19.

			TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS			
Measure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control Procedures**
23	2012 Actual: 2005 cohort 2013 Actual: 2006 cohort 2014 Actual: 2007 cohort 2015 Actual: 2008 cohort 2016 Est: 2009 cohort (est.) 2017 Est: 2010 cohort (est.)	3.7	Six year graduation rate: first-generation students	MHEC DIS file, Freshmen Longitudinal Cohort files	The percentage of first-time, full-time degree-seeking undergraduates, identified as first-generation as of the census date of their first degree-seeking term at Towson, who graduated from Towson within six years of matriculation.	Longitudinal freshmen cohort files are created by the OIR subsequent to the EIS process each semester. The files track students' enrollment and graduation by semester. The six-year graduation rate is the number of first-time, full-time students identified at census of their first semester as being first-generation and graduating within six years divided by the total number of first-time, full-time freshmen identified as first-generation at census of their first term.
24	2012 Actual: 2005 cohort 2013 Actual: 2006 cohort 2014 Actual: 2007 cohort 2015 Actual: 2008 cohort 2016 Est: 2009 cohort (est.) 2017 Est: 2010 cohort (est.)	3.8	Six year graduation rate: low-income students	MHEC DIS file, Freshmen Longitudinal Cohort files	The percentage of first-time, full-time degree-seeking undergraduates, identified as low-income as of the census date of their first degree-seeking term at Towson, who graduated from Towson within six years of matriculation.	Longitudinal freshmen cohort files are created by the OIR subsequent to the EIS process each semester. The files track students' enrollment and graduation by semester. The six-year graduation rate is the number of first-time, full-time students identified at census of their first semester as meeting the criteria for low-income status and graduating within six years divided by the total number of first-time, full-time freshmen identified as first-generation at census of their first term.

				TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS		
Measure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
25	2012 Actual: 2010 cohort 2013 Actual: 2011 cohort 2014 Actual: 2012 cohort 2015 Actual: 2013 cohort 2016 Est: 2014 cohort (est.) 2017 Est: 2015 cohort (est.)	3.9	Second year retention rate of veterans and service members	EIS Tables – Fall	The percentage of incoming (first-time or transfer) degree-seeking veteran / servicemember undergraduates who re-enrolled at Towson University one year after matriculation.	The OIR tracks students longitudinally by comparing their enrollment status in their matriculation term with their enrollment status one year after their matriculation term. The second-year retention rate is calculated by dividing the number of students who return by the number who were enrolled in the incoming cohort, one year prior.
26	2012 Actual: 2010 cohort 2013 Actual: 2011 cohort 2014 Actual: 2012 cohort 2015 Actual: 2013 cohort 2016 Est: 2014 cohort (est.) 2017 Est: 2015 cohort (est.)	4.1	Second year retention rate of all students	MHEC Retention and Graduation Data Report generated each April for the MHEC PAR/MFR process	The percentage of all first-time, full-time degree-seeking undergraduates who re-enrolled at any Maryland public four-year institution one year after matriculation. Data provided by MHEC.	See Control Procedure for Measure #19.

TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS						
Measure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
27	2012 Actual: 2005 cohort 2013 Actual: 2006 cohort 2014 Actual: 2007 cohort 2015 Actual: 2008 cohort 2016 Est: 2009 cohort (est.) 2017 Est: 2010 cohort (est.)	4.2	Six year graduation rate of all students	MHEC Retention and Graduation Data Report generated each April for the MHEC PAR/MFR process.	The percentage of all first-time, full-time degree-seeking undergraduates who graduated from any Maryland public four-year institution within six years of matriculation. Data provided by MHEC.	See Control Procedure for Measure #19.
OUTCOMES						
28	2002 Survey: Class of 2001 grads 2005 Survey: Class of 2004 grads 2008 Survey: Class of 2007 grads 2011 Survey: Class of 2010 grads 2014 Survey: Class of 2013 grads 2017 Survey: Est: Class of 2016 grads	1.1	Employment rate of graduates	MHEC Follow-Up Survey of Graduates	The percentage of bachelor's degree recipients who held full- or part-time jobs within one year of graduation.	Every three years the Office of Institutional Research (IR) conducts a follow-up survey of graduates (Alumni Survey). The list of students to be surveyed and their email addresses are extracted from our PeopleSoft student information system and validated against the DIS Table file. The university's alumni office provides updated email addresses, when available. The survey is administered via the university's survey vendor, CampusLabs, in coordination with the IRD. Data are downloaded and analyzed with SAS software. Final review is by the APARP.

			TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS			
Measure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control Procedures**
29	2002 Survey: Class of 2001 grads 2005 Survey: Class of 2004 grads 2008 Survey: Class of 2007 grads 2011 Survey: Class of 2010 2014 Survey: Class of 2013 grads 2017 Survey: Est: Class of 2016 grads	1.1	Estimated number of graduates employed in Maryland	MHEC Follow-Up Survey of Graduates	The percentage of bachelor's degree recipients who held full- or part-time jobs in Maryland within one year of graduation as derived from the follow-up survey of graduates multiplied by the number of bachelor degree recipients.	See Control Procedure for Measure #28.
30	2002 Survey: Class of 2001 grads 2005 Survey: Class of 2004 grads 2008 Survey: Class of 2007 grads 2011 Survey: Class of 2010 2014 Survey: Class of 2013 grads 2017 Survey: Est: Class of 2016 grads	2.1	Median salary of TU graduates	MHEC Follow-Up Survey of Graduates.	Median salary of bachelor's degree recipients employed full-time.	See Control Procedure for Measure #28.

TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS

Measure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
31	The most recent figure published by the U.S. Census Bureau, as provided by MHEC	2.1	Ratio of median salary of TU graduates to US civilian work force with bachelor's degree	MHEC Follow-Up Survey of Graduates and US Dept. of Labor/Census Bureau Annual Demographic Survey that is provided by USM.	The ratio of median salary of TU bachelor degree recipients employed full-time to median salary of US residents 25 and older who have a bachelor's degree.	Every three years the Office of Institutional Research (IR) conducts a follow-up survey of graduates (Alumni Survey). The list of students to be surveyed and their email addresses are extracted from our PeopleSoft student information system and validated against the DIS Table file. The university's alumni office provides updated email addresses, when available. The survey is administered via the university's survey vendor, CampusLabs, in coordination with the IRD. Data are downloaded and analyzed with SAS software. Final review is by the APARP.
32	2012 Actual: Graduates who took Praxis II in FY 11 2013 Actual: Graduates who took Praxis II in FY 12 2014 Actual: Graduates who took Praxis II in FY 13 2015 Actual: Graduates who took Praxis II in FY 14 2016 Est: Graduates who took Praxis II in FY 15 (est.) 2017 Est: Graduates who took Praxis II in FY 16 (est.)	1.2	Percent of students who completed teacher training program and passed PRAXIS II	COE/ETS	The number of undergraduate and post-baccalaureate students who passed the PRAXIS II divided by the number of undergraduate and post-baccalaureate students who took Praxis II.	The College of Education Coordinator of Assessment and Accreditation (CAA) submits demographic information on its completers from fall, spring, and summer of the preceding year to the Educational Testing Service (ETS), beginning in October. ETS then matches demographic data to demographic data submitted by Praxis 2 test-takers in their files. Matched data are posted on a secure website and must be verified by the College of Education through verification of weekly updates from ETS on the secure website through December. Once the final match is performed, those test scores are used to compute the pass rate for the institution based on Maryland's standards for teacher licensure. The pass rate is reported by ETS in the Title 2 Report issued annually in February. The CAA reviews the pass rate to ensure the numbers reported reflect the matches that were identified during the above described verification process. The CAA forwards the percentage to the IRD. The IRD reviews the percentage for

			TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS			
Measure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control Procedures**
						consistency using prior years' data and then enters the percentage in the MFR. Final review is by the APARP.
33	2012 Actual: Fall 11 + Spring 12 2013 Actual: Fall 12 + Spring 13 2014 Actual: Fall 13 + Spring 14 2015 Actual.: Fall 14 + Spring 15 2016 Est.: Fall 15 + Spring 16 2017 Est.: Fall 16 + Spring 17	1.4	Percent of nursing program graduates passing the licensing examination	Dept. of Nursing/Maryl and Board of Nursing	The number of nursing program graduates who passed the NCLEX-RN divided by the number of nursing program graduates who took the NCLEX-RN (includes only those graduates who took the NCLEX-RN exam in Maryland).	The Maryland Board of Nursing (MBN) publishes the "NCLEX-RN 1st Time Candidate Performance for Maryland Schools" each fiscal year on their website at http://mbon.org/main.php The IRD reviews the pass rate for consistency with data from previous years and enters it in the MFR. Final review is by the APARP.
34	2002 Survey: Class of 2001 grads 2005 Survey: Class of 2004 grads 2008 Survey: Class of 2007 grads 2011 Survey: Class of 2010 2014 Survey: Class of 2013 grads 2017 Survey: Est:	4.3	Percent of students satisfied with education received for employment	MHEC Follow-Up Survey of Graduates	The percentage of bachelor's degree recipients employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job.	See Control Procedure for Measure #28.

TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS						
Measure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
	Class of 2016 grads					
35	2002 Survey: Class of 2001 grads 2005 Survey: Class of 2004 grads 2008 Survey: Class of 2007 grads 2011 Survey: Class of 2010 grads 2014 Survey: Class of 2013 grads 2017 Survey: Est: Class of 2016 grads	4.4	Percent of students satisfied with education received for graduate or professional school	MHEC Follow-Up Survey of Graduates	The percentage of bachelor's degree recipients who enrolled in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good or adequate (fair).	See Control Procedure for Measure #28.
36	Fiscal year basis	5.1	Percent of replacement cost expended in facility renewal and renovation	TU Budget Office and Facilities Adminis-tration	Expenditures from operating and capital budgets on facility renewal and renovation as a percentage of the total replacement value. USM will provide replacement value. TU Budget Office provided actual and projected expenditures for the "Operating Facilities Renewal" columns.	The University Budget Coordinator (UBC) arrives at the percentage figure for the previous fiscal year by using the USM replacement value for the denominator. The figure for the numerator is arrived at by adding the expended and obligated amounts in program 07 for subcode 1499 per SBS, expenditures in the stateside renewal and replacement account, excluding 1499, renewal and replacement expenditures in construction/renovation project accounts in the FRS subcode 3797 (buildings), capital expenditures, both state and USM bonds that can be identified for renewal and replacement, as well as the USM facilities renewal bond funding for that fiscal year.

			TOWSON UNIVERSITY – MFR 2013 OPERATIONAL DEFINITIONS			
Measure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control Procedures**
						The UBC reviews these figures for validity and consistency against prior years. The UBC forwards this information to the IRD. For the current and out year, the percentages figures for stateside renewal and replacement is derived by the UBC using the USM replacement value as the denominator. The figure for the numerator is arrived at by adding together the budgeted amount from USM for facilities renewal bond funding, the amount budgeted for expenditures in SBS for subcode 1499 in program 07, and the amount budgeted in the stateside renewal and replacement account excluding 1499. The University Budget Coordinator reviews these figures for validity and consistency with the budget plan. The UBC then forwards this information to the IRD. The IRD reviews the figures for consistency and enters them in the MFR. Final review is by the APARP.

Measure #	Special Timeframe Issues	UMES Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
			INPUTS			
1	FY 15: Fall 14 Actual	*2.1*	1. Total undergraduate enrollment 2. Percent non-African American Enrollment	Office of Admissions data file	Fall-to-fall enrollment	Enrollment data were entered into the PeopleSoft database by the UMES Offices of Admissions and Registrar and subsequently retrieved as "freeze" data for reporting by the Office of Institutional Research, Planning & Assessment (OIRPA) using specifications by the USM, MHEC, and IPEDS (Enrollment Information System). For the MFR the data were compiled by the Director of Institutional Research, Planning and Assessment and reviewed by the President or her designee before submission to the USM, MHEC (Enrollment Information System) or IPEDS/ PEDS Surveys.
	FY 15: Fall 13 Actual	*2.2*	Percent of first generation students	Office of Admissions data file	Percent of first-time & first generation freshmen	
2	FY12: Fall 11+ Spring 12 FY1 3: Fall 12 + Spring 13 FY 14: Fall 13+ Spring 14	*2.3*	Number of students enrolled in distance education courses	PeopleSoft database	Enrollment in courses delivered off-campus or delivered using IVN or online technology	The Research Analyst retrieved the data from PeopleSoft/data warehouse (freeze data) from three tables—Course Component, Student

477

	FY 15 Fall 14 + Spring 15				Enrollment and Student Academic Record. Students enrolled in courses delivered off campus or via IVN were included. The data were checked for accuracy and consistency by the Director (OIRPA) and further reviewed by the President of her designee.
		2.4	Number of students enrolled in courses delivered off-campus	PeopleSoft Database	FY 14: Students enrolled in courses at off-campus sites.	Associate Director retrieved the unduplicated enrollment data for off – campus students from PeopleSoft/data warehouse (freeze data) from three tables—Course Component, Student Enrollment and Student Academic Record. The data were checked for accuracy and consistency by the Director (OIRPA) and further reviewed by the President or her designee
3	FY 15: Fall 14 + Spring 15	*3.1a*	Number of undergraduate students enrolled in teacher education program	UMES Department of Education Assessment System, PeopleSoft database	FY 14: Number of students admitted to teacher education program practicum	Students are not considered to be enrolled in education until they pass PRAXIS I. The PRAXIS Coordinator compiled the list of students enrolled in teacher education program. The list was

						checked by the Chair of the Department of Education for accuracy and further reviewed by the Director of OIRPA for consistency. Final sign-off was given by the President or her designee
4.	FY 15: Fall 14 Actual	*4.3*	Percent of African American students	Office of Admissions & PeopleSoft database	Fall-to-fall enrollment of African American Students	Enrollment data were collected by the Office of Institutional Research, Planning and Assessment from the PeopleSoft database/data warehouse freeze data. The Research Analyst ensured that data for the Enrollment Information System file were complete, accurate, and consistent for all parameters including race/ethnicity, gender, attendance status, citizenship, degree sought, student level, etc. The total enrollment of African American students as a percentage of all students enrolled in the fall was determined. This percentage was checked by the Director of OIRPA before being signed-off by the President or her designee.

			UNIVERSITY OF MARYLAND EASTERN SHORE			
			OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS (SEPEMBER 2015)			
			OUTPUTS			
5.	FY 15: Cohort of 2013	*4.1*	Second year retention rates	MHEC Enrollment Information System (EIS) & MHEC Degree Information System (DIS)	The Percentage of first-time, full-time degree-seeking undergraduate students from UMES who re-enroll at UMES or ANY other USM institution, one year after matriculation	Based upon the 2013 cohort of full-time, first-time students as reported to MHEC and the USM, the Associate Director tracked this cohort in the fall of 2014 to determine the number that had returned, expressed as a percentage of the original cohort. This second year retention percentage was reviewed by the Director for OIRPA for accuracy and consistency before being signed-off by the President or her designee.
6.	FY 15: Cohort of 2008	*4.2*	Six-year graduation rate	MHEC Retention and Graduation Report	First-time, full-time degree-seeking undergraduates from UMES who graduate from ANY Maryland, public, four-year institution within 6 years of matriculation	Based upon the 2008 cohort of full-time, first-time students as reported to MHEC and the USM, the Associate Director tracked this cohort over a six-year period to determine the number that had graduated expressed as a percentage of the original cohort, and adjusted for allowable exceptions. This six-year graduation percentage was reviewed by the Director for OIRPA for accuracy and consistency before being signed-off by

480

						the President of her designee.
7.	FY 12: Cohort of 2010 FY 13: Cohort of 2011 FY 14: Cohort of 2012 FY 15: Cohort of 2013	*4.3*	Second-year retention rate for African American students	MHEC Enrollment Information System (EIS) & MHEC Degree Information System (DIS)	The Percentage of first-time, full-time degree-seeking undergraduate African American students from UMES who re-enroll at UMES or ANY other USM institution one year after matriculation	Based upon the 2013 cohort of full-time, first-time students as reported to MHEC and the USM, the Associate Director tracked this cohort in the fall of 2014 to determine the number of African American Students that had returned, expressed as a percentage of the original total African American student sub-cohort. This second year retention percentage was reviewed by the Director for OIRPA for accuracy and consistency before being signed-off by the President or her designee.
8.	FY 15: Cohort of 2008	*4.4*	Six-year graduation rate for African American students	MHEC Retention & Graduation Report	First-time, full-time degree-seeking undergraduates from UMES who graduate from ANY Maryland, public, four-year institution within 6 years of matriculation	Based upon the 2008 cohort of full-time, first-time students as reported to MHEC and the USM, the Associate Director tracked this cohort over a six-year period to determine the number of African American students that had graduated expressed as a percentage of the original sub-cohort of African American students,

						adjusted for allowable exceptions. This six-year graduation percentage was reviewed by the Director for OIRPA for accuracy and consistency before being signed-off by the President or her designee.
9.	FY 14: Fall 2013 + Spring14	*3.1b*	Number of students who completed all teacher education programs	UMES Department of Education Assessment System, PeopleSoft database	Number of graduates from teacher education programs	This is the PRAXIS II pass rate reported to the USM and MHEC based upon the definitions and reporting schedule established by the U.S. Department of Education under Title II of the Higher Education Act as Amended. The data were obtained from the Title II State Report and cross-checked with ETS Single Assessment Institution Pass-Rate Report for 2013-2014 Academic Year by the Director OIRPA in conjunction with the Chair of the Department of Education. The data were then signed-off by the President of her designee.
10.	FY 15: Fall 14 + Spring 15	*3.2*	Number of graduates STEM programs (i.e., Science, Technology Engineering, Mathematics	UMES Departments of Natural Sciences, Engineering &	FY 13: Number of students graduating	Degree completion data from STEM based on Degree Information System (DIS) including

			– HEGIS Codes 04, 07, 09, and 17)	Aviation Science, Technology, and Mathematics & Computer Science	from STEM programs (i.e., Science, Technology Engineering, Mathematics).	graduating students for fall 2014 and spring 2015. The DIS is based on the data prepared by the Associate Director for submission to the Maryland Higher Education Commission (MHEC) and the National Center for Education Statistics for Integrated Postsecondary Education Database System (IPEDS). The final number was reviewed for consistency by the OIRPA Director and then signed off by the President or her designee.
			OUTCOMES			
11.	FY 15: Fall 14 Actual freshman enrollment	*2.1*	Percent of first generation students enrolled	Admissions application file	For all incoming freshmen, percent indicating first in family to attend college	The Director for OIRPA retrieved first generation data from all incoming freshman enrollment of fall 2014 to establish their first generation status. The number of enrollees that confirmed first generation status was computed as a percentage of the total number of first time freshmen. The data were then reviewed before signing-off by President or her designee.

483

| 12. | FY15: Fall 14 Actual undergraduate enrollment | *2.2* | Percent of non-African American undergraduate students enrolled | Admissions application undergraduate file, Registration undergraduate file | For all students indicating ethnicity other than African American | Enrollment data were collected by the Office of Institutional Research, Planning and Assessment from the PeopleSoft database/data warehouse freeze data. The Director retrieved data from Facts & Figures for fall 2010- spring 2015 prepared from the Enrollment Information System file and checked them for completeness, accuracy, and consistency for all parameters including race/ethnicity, gender, attendance status, citizenship, degree sought, student level, etc. The total enrollment of Non-African American students as a percentage of all students enrolled in the fall was determined. This percentage was signed-off by the President or her designee. |
| 13. | FY 15: Fall 14 Actual enrollment | *2.5* | Percent of economically disadvantaged students | Federal FAFSA | Percentage of *unduplicated* recipients of Pell grant for fall and spring of each year as qualified by the student's | Data of all recipients of Pell grants (i.e., students with an Expected Family Contribution –EFC- of $0-$200 as calculated from the Free Application for Federal Student Aid – FAFSA) by the Director |

				Free Application for Federal Student Aid (FAFSA)	of Financial Aid . The two data files for fall and spring were matched to eliminate duplication by the Director for OIRPA and expressed as a percentage of the total student enrollment for fall 2014. The President or her designee signed off on the data included in the MFR.
14.		*5.1*	Funds received through fundraising campaign (Million$)	USMD Foundation Office database, UMES Division of University Advancement database	Amount (in millions of dollars) of funds received/raised annually through philanthropic activities	The data are based on reports issued by the Vice President for Finance in the USM Advancement Office. The Director of Advancement Services at the University of Maryland Eastern Shore retrieved the data and VP for Advancement at UMES signed-off on it for inclusion in MFR. Endowment funds are invested in and managed by the University of Maryland Foundation (UMF) under the supervision of the UMF Board of Directors. These funds are invested for the long-term in a diversified portfolio managed by investment firms selected

					by the UMF Foundation Investment Committee for their expertise and experience.
QUALITY					
15	FY 14: Fall 11 + Spring 12 (ETS Title II Report October, 2013) FY 15: Fall 12+ Spring 13 (ETS Title II Report, October, 2014)	*1.1*	Percent of *undergraduate* students who completed teacher training and passed PRAXIS II	Educational Testing Service (ETS) Title II Report	Graduates - Students enrolled as education majors who complete PRAXIS II examination	The data were obtained from the ETS Single Assessment Institution Pass Rate Data – Regular Preparation Program and the Maryland Title II State Report by the Chair of Education Department at UMES, reviewed and entered into the MFR objectives /outcomes summary by the Director for OIRPA and signed off by the President of her designee
16.		*1.2*	Percent of students satisfied with job preparation	MHEC Alumni Follow-up Survey	Students responding to the MHEC Alumni Follow-up Survey of UMES Graduates	Every three years the Director of OIRPA at UMES receives a follow-up survey to administer to alumni on behalf of MHEC that has an item on bachelor degree graduates' satisfaction with their education at UMES in preparation for their jobs. Based on the survey data the Director tallied the data for the report that was reviewed by the President or her designee before

						submission to the USM and MHEC
17.		*1.3*	Percent of students satisfied with education received for graduate/professional school	MHEC Alumni Follow-up Survey	Students responding to the Triennial MHEC Alumni Survey of UMES Graduates	Every three years the Director of OIRPA at UMES receives a follow-up survey and administers it to alumni on Behalf of MHEC. This survey has an item on bachelor degree graduates' satisfaction with their education at UMES in preparation for graduate / professional studies. Based on the survey data the Director tallied the data for the report that was reviewed by the President or her designee before submission to the USM and MHEC
				EFFICIENCY		
18.	FY 15: Fiscal Year 14	USMD Foundation Office database, UMES Administrative affairs database	Percent efficiency on operating budget savings	UMES Division of Administrative Affairs database	Percent of state budget funds saved for reallocation to prioritized university initiatives	In addition to being specifically reallocated in the initial budget, information was acquired from each department relative to planned efficiency efforts and the actual outcomes were provided at the end of the fiscal year. The Directors of the respective units calculated the actual savings in the areas of their respective expertise.

						The results were submitted to the Division of Administrative Affairs and the VP for Administrative Affairs signed-off on the data.

				UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS		
Meas ure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control
				INPUTS		
1	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 16: Fall 16 (est)	1.1	Total undergraduate stateside enrollment[1]	EIS	This measure refers to the unduplicated headcounts for undergraduate, stateside students.	The EIS (Enrollment Information System) is an MHEC mandated file, submitted each fall. The file is created by the Institutional Research (IR) office, under the direction of the Senior Director for Institutional Research. The file is created from data captured on the institutional fall freeze date from the student information system (PeopleSoft). During the freeze process, the raw data files are loaded into a university data warehouse (FRZDW) and used to process data. Processing the freeze data includes validation runs, edits on key fields, and the creation of derived fields which are specific to the definitions required for the EIS. The EIS file extract is then generated by a SQL program. A copy of the program used to create each term's specific EIS file is stored on the s: drive. Once the draft EIS file is created, other programs are run on the file to create profiles, and to run more specific edits relevant to the EIS fields. Profiles and trend comparisons are manually checked for consistency, and edits are conducted for corrupt or missing data. Once submitted, MHEC data consistency checks and edits are reviewed and necessary corrections are made to the file. Final signoff is by the Senior Director.
	FY 12: Fall 11		Undergraduate	EIS-definition-	Hegis codes used for	The headcounts are produced using

[1] Not a core/common measure/indicator

Meas ure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control
	UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS					
2	FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 (est) FY 16: Fall 16 (est)	1.2	headcount students enrolled in STEM programs	based file	STEM: 04 Biological Sciences, 07 Computer and Information Science 09 Engineering 17 Mathematics 19 Physical Science 4902-04 Earth-Space Science and Molecular Biology and Biochemistry 4999-43 Bioinformatics 120300 RN to BSN	EIS definition and reported in the MFR under "Number of undergraduates enrolled in STEM programs." Final review and signoff is by the Senior Director.
3	Fiscal year basis (Summer, Fall, Spring)	1.3	Number of worldwide enrollments in distance education and off-campus courses	Internal report	The number of worldwide enrollments in courses offered off campus and through the Internet, IVN, etc, for the Fiscal Year. Note: this is not an unduplicated count, but the addition of enrollments in all distance education courses.	All class sections are identified using class location and delivery method. Class sections are selected if the campus location code is not ADEL, LARG, or UMCP (i.e., they are held at sites other than the Adelphi headquarters or in UM classrooms at College Park or Largo), or if the delivery method for the course is not Hybrid. A SQL program reads the freeze data and provides aggregate enrollments for the courses. The specific programs used to generate the data for the current MFR submission are saved as a permanent record of the process on the s: drive.
4	Fiscal year basis (Summer, Fall, Spring)	1.7	Number of students enrolled in MAT program	Internal report	The number of MAT students enrolled in MAT courses	The number of MAT students enrolled in MAT courses is pulled from the DW. These data are then submitted to MAT Program Director for review. The Program Director uses this information to prepare projections.
5	See #1	3.1	% minority of all stateside undergraduates	EIS	Minority: African-American, Hispanic, Asian American, Native	See Controls #1 above for data source explanation.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS						
Meas ure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control
					American	The race and citizenship fields come from the EIS. An SPSS program creates data from the EIS (as described above in #1) provides a breakout of this field which is used in the calculation of this measure.
6	See #1	3.2	% African-American of all stateside undergraduates	EIS	Self-explanatory.	See Controls #1 above for data source explanation, also Controls #5 above.
7	Fall Cohort	3.3	% of economically disadvantaged stateside students	Common Data Set	Number of degree-seeking undergraduate students, both full- and part-time, who applied for financial aid and who were determined to have financial need (from line H2c of the Common Data Set as laid out in 2000-2001) divided by the total number of degree-seeking undergraduates. (line H2a).	The Common Data Set (CDS) is a collaborative effort among the higher education community, the College Board, Thomson Peterson's, and U.S. News & World Report, to develop clear, standard data items and definitions for reporting among U.S. higher institutions. CDS definitions typically align with the U.S. Department of Education's Integrated Post-Secondary Education Data System (IPEDS). The CDS is a set of reports generated for the purpose of reporting institutional data to various external agencies and guidebooks.

The percentage is computed by dividing the total number of degree-seeking undergraduate students who applied for financial aid and who were determined to have need by the total number of degree-seeking undergraduates. The source of the financial aid applicants is the FAIS. The Office of Student Financial Aid is involved in verifying the financial aid data. Profiles and trend comparisons are manually checked for consistency.

The data source is the DW freeze |

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS						
Meas ure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control
						(FY and Fall) data. A SAS program is used to produce the CDS. (See Controls #1 above for the general data source explanation.) The specific programs used to generate the data for the current MFR submission are saved as a permanent record of the process on the s: drive.
OUTPUTS						
8	Fiscal year basis	1.1	Total stateside bachelor's degree recipients	DIS	The number of students graduating with a bachelor's degree (note: this is NOT the number of bachelor's degrees awarded)	The DIS (Degree Information System) file is an MHEC mandated file, collected at the end of each July. The file is created in the IR office, under the direction of the Senior Director of Institutional Research. The file is created from the FY freeze.

As part of the freeze process, the raw data files are stored in the data warehouse (FRZDW) and used to process the data. Processing includes validation runs, edits on key fields, and the creation of derived fields which are specific to the definitions required for the DIS. The DIS file extract is then generated by a SQL program that is modified each year. Each year has a protected and backed-up sub-folder on a networked drive accessible by the IR staff; a copy of the specific program used to create each term's specific DIS file is saved to that subfolder. Once the draft DIS file is created, other programs are run on the file to create profiles, and to run more specific edits relevant to the DIS fields. A SQL program is used to generate degree profiles for both degree recipients (using highest degree |

						UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS
Meas ure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control**
						awarded in the FY) and counts of all degrees awarded. Profiles and trend comparisons are checked for consistency, and edits are reviewed for corrupt or missing data. Once submitted, MHEC consistency checks and edits are reviewed and any necessary corrections made to the file. Final review and signoff is by the Senior Director.
9	Fiscal year basis	1.2	Number of students graduating from STEM baccalaureate programs	DIS	Use definition of STEM program: see #2	See data source explanation from Controls #2, above. Undergraduate students who received a bachelor's degree in a program defined as part of STEM are counted for this measure, using the SQL degrees profile program.
10	2002 MHEC Survey: 2000-01 graduates 2005 MHEC Survey: 2003-04 graduates 2008 MHEC Survey: 2006-07 graduates 2011 MHEC Survey: 2009-10 graduates 2014 MHEC Survey: 2012-13 graduates	2.1	Median salary of graduates	MHEC follow-up survey of graduates	Median salary of bachelor's degree recipients	Data are taken from the triennial alumni follow up survey. This survey is conducted in cooperation with MHEC and DBM. Survey data are collected at the institution and reviewed for accuracy and consistency within IR. The median salary is based on the self-reported salary of alumni on the follow up survey. Because the self-report data are collected in data ranges, the median salary is a derived measure calculated by a formula based on grouped data.
			OUTCOMES			
11	See # 10	1.1	Employment rate of graduates	See #10	The percentage of bachelor's degree recipients who held full- or part-time jobs within one year of graduation. Denominator excludes those not seeking	Data are taken from the triennial alumni follow up survey. This survey is conducted in cooperation with MHEC and DBM. Survey data are collected at the institution and reviewed for accuracy and consistency within IR. Alumni are asked for their current job status, and

| | | | | | employment. | if they hold a job, whether they are full- or part-time. |

Meas ure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control
12	See #10	1.1	Number of graduates employed in Maryland	See #10	(The percentage of bachelor's degree recipients who held full- or part-time jobs in Maryland within one year of graduation as derived from the follow up survey of graduates) X (the number of bachelor degree recipients). Denominator for percentage includes those not seeking employment.	See Controls # 10 (follow up survey), # 8 (bachelor recipients). Calculation of the percentage follows the definition (left).
13	See #10	2.1	Ratio of median salary of UMUC graduates to U.S. civilian work force with bachelor's degree	US Census Bureau	Median salary of US residents 24 and older who have a bachelor's degree. This information will be provided by USM Office	See Controls # 10 (follow up survey) for the median salary of UMUC graduates. Data on the median income of U.S. graduate are provided by USM. The data were taken from the U.S. Bureau of the Census.. Data from the website, including the estimated earnings, are downloaded by the USM IR office into an EXCEL spreadsheet. That number is then used with the most recently reported median salary of USM bachelor's degree recipients one year after graduation (see measure #10) computed from the MHEC triennial follow up survey of graduates to derive the ratio.
14	See #10	1.5	Student satisfaction with education received for employment	See #10	The percentage of bachelor's degree recipients employed full-time within one year of graduation and who rated their education as excellent,	Data are taken from the triennial alumni follow up survey. This survey is conducted in cooperation with MHEC and DBM. Survey data are collected at the institution and reviewed for accuracy and consistency within IR. Alumni were

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UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS

			UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS			
Meas ure #	**Special Timeframe Issues**	**USM Template Objective**	**Indicator/Measure**	**Source**	**Operational Definition**	**Control**
					good, or adequate (fair) preparation for their job (excluding those who were undecided.)	asked their employment status as well as their rating of how well UMUC prepared them for their job.
15	See #10	1.6	Student satisfaction with education received for graduate or professional school	See #10	The percentage of bachelor's degree recipients who enrolled in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good or adequate (fair).	Data are taken from the triennial alumni follow up survey. This survey is conducted in cooperation with MHEC and DBM. Survey data are collected at the institution and reviewed for accuracy and consistency within IR. Alumni were asked to rate their preparation of advanced education.
16	Fiscal year basis	4.1	Rate of operating budget savings	*Efficiency Efforts of the USM*	Detailed definition included in report. Efficiency includes specific actions resulting on cost savings; cost avoidance; strategic reallocation; and revenue enhancement	Detailed controls and documentation included in USM report.
			INSTITUTION SPECIFIC MEASURES			
17	Fiscal year basis	5.3	Percent of courses taught online	UMUC	Total online course sections taught stateside divided by total course sections offered for all three terms in a single fiscal year.	Fiscal Year EDWARDS report was run using the FY15 freeze.
18	Fiscal year basis	5.1	# of worldwide online enrollments	UMUC	Total worldwide enrollment in online courses	The FY reports are created by the IR office, under the direction of the Senior Director of Institutional Research. The file is generated from data captured from the institutional freeze data. As part of the freeze process, the freeze data are loaded into the data warehouse (FRZDW) and used to process the data. The specific programs used to

	UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS					
Meas ure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control
						create each term's specific FY reports are saved to the s: drive. Profiles and trend comparisons are manually checked for consistency, and edits are reviewed for corrupt or missing data. Classes are selected if class instruction mode = Online via Web.
19	Fiscal year basis	5.2	# of African-American students enrolled in online courses	UMUC	Number of African-American students enrolled in at least one online course	The FY reports are created by the IR office, under the direction of the Senior Director of Institutional Research. The file is generated from data captured from the institutional freeze data. As part of the freeze process, the freeze data are loaded into the data warehouse (FRZDW) and used to process the data. Processing includes validation runs, edits on key fields, and the creation of derived fields which are also specific to the definitions required for the EIS. The specific programs used to create each term's specific FY reports are saved to the s: drive. Profiles and trend comparisons are manually checked for consistency, and edits are reviewed for corrupt or missing data. Classes are selected if they are classified as being delivered via online. The enrollments in those classes are then aggregated.
20	Fiscal year basis	5.4	Undergraduate tuition for Maryland residents	UMUC	Undergraduate resident part-time tuition rate per credit hour	The undergraduate resident part-time tuition rate per credit hour is taken from the official rate published on the UMUC website.
21	Fiscal year basis	5.4	Percent increase from previous year	UMUC	Annual percentage increase of undergraduate resident	See controls #20. The percent increase is calculated based on the most recent year's tuition rate

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS						
Meas ure #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control
					part-time tuition rate per credit hour	compared to the prior year rate.

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS

Me as ur e #	Special Timeframe Issues	USM Template Objective	Indicator/Measure	Source	Operational Definition	Control Procedures
					INPUTS	
1	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14	2.1	Number of undergraduate students enrolled in teacher training programs	Institution (UMBC Dept. of Educ.)	The number of undergraduate students who have been accepted and enrolled into a teacher training program (in most institutions, acceptance into a teacher training program may require passing Praxis I).	Data are collected from the UMBC Dept. of Education. They provided the following control procedures: Due to the fact that Education is not an undergraduate major at UMBC, it is necessary for the Department of Education to maintain its own data base. All courses taken in the Education Department are **Permission Only** courses. For this reason, all undergraduate teacher candidates must see an adviser each semester. 1. Undergraduate students must have composite PRAXIS I score of at least 527 or SAT of 1100 or GRE of 1000 or higher and graduate students must have a Praxis I score of 527 or higher or a GRE score of at least 1000. 2. Undergraduate teacher candidates are required to have at least a 2.75 Grade Point Average (GPA) to be accepted in the teacher certification program. Graduate teacher candidates are required to have a 3.0 GPA to be admitted to the program. A GPA of 3.0 is a requirement for placement in the year-long internship. In 2008, the Maryland State Department of Education deemed it was acceptable to waive the Praxis I exam requirement if a student had scored at least 1100 on the SAT, or the composite score of 1000 on the GRE or; the composite score 24 on the ACT. See MSDE web site for detailed information about Maryland requirements: http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/testing_information/praxis1). Undergraduate teacher candidates have a major advisor who is responsible for ensuring that all major and university requirements have been meet. In addition, teacher candidates meet with an education advisor to monitor their eligibility and progress in the teacher certification program.
2	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14	2.1	Number of post-baccalaureate students enrolled in teacher training programs	Institution (UMBC Dept. of Educ.)	The number of students who have received a bachelor's or higher degree and are enrolled in a post-baccalaureate certification program, resident teacher certification program or masters of arts in teaching program (in most institutions, acceptance into these programs may require passing	Data are collected from the UMBC Dept. of Education. They provided the following control procedures: Post-baccalaureate students must all apply to the graduate school as education students pursuing certification. For this reason, the number from the graduate school is the number of candidates reported. Graduate students who have not taken a course for several semesters are placed in an

					Praxis I)	inactive file and are not included in the final count. Graduate students meet with an adviser and have a transcript analysis done to ensure that they have a strong academic background as evidenced by successful completion of courses identified that satisfy Maryland certification background requirements. If they need background courses in art, a plan is developed for students to complete requirements before they apply for their student internship. Graduate students submit official transcripts to the adviser of any outstanding background courses they complete. Graduate students also complete two graduate level content electives in art as part of their MAT requirement to support current and extensive content expertise.
3	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14	2.2	Number of undergraduate students enrolled in STEM programs	EIS	Science Technology Engineering & Math Enrollments (first major) in HEGIS (CIP) codes: 09 (14.xxxx)-Engineering 17 (27.xxxx)-Mathematics 19 (40.xxxx)-Physical Sciences 04 (26.xxxx,03.xxxx)-Biological Sci 07 (11.xxxx)-Computer & Info Sci	Data on students come from the UMBC PeopleSoft Student Administration system. These data are captured in a data freeze each Fall (10th day of classes) by OIR. Data edits are performed prior to the capture of this data to ensure the highest level of accuracy and consistency. Data are stored in the OIR data warehouse. Reports are run against the data using Excel, Crystal Reports and SAS. Data are reported each fall (Fall enrollments) to USM and MHEC and each Spring (Fall enrollments) to the U.S. Department of Education (IPEDS data collection).
4	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14	4.1	% African-American of all undergraduates	EIS	% of undergraduates with race/ethnicity of African-American	See control procedures for number 3 above.
5	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14	4.1	% minority of all undergraduates	EIS	Minority: African-American, Hispanic, Asian American, Native American	See control procedures for number 3 above.
6	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14	5.1	Ratio of FTE students to FT instructional faculty	IPEDS Enrollments & Faculty Salary Survey	Full-time students plus one-third part time students per FT faculty (Full-time instructional faculty with rank of professor, associate professor, assistant professor, instructor & lecturer)	See control procedures for number 3 above for the FTE student portion of this measure. Data on faculty come from the UMBC PeopleSoft HR system. These data are captured in a data freeze each Fall (November 1) by OIR. Data edits are performed prior to the capture of this data to ensure the highest level of accuracy and consistency. Data are stored in the OIR data warehouse. Reports are run against the data using Excel, Crystal Reports and SAS. Data are reported to USM and MHEC in our Fall Employee Data System (EDS) file, and subsequently to the U.S. Department of Education (IPEDS personnel data collection).
OUTPUTS						
7	FY 12: Fall 11	2.1	Number of	DIS	Undergraduate certificates awarded in	See control procedures for number 1 above.

	FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14		undergraduates completing teacher training programs		Education (EDUC). In order to earn an undergraduate certificate, students must be awarded a baccalaureate degree in another major. EDUC certificates not recognized by MHEC, but are approved by the Maryland Department of Education.	The requirements for both undergraduate and graduate students for program completion are: 1. Completion of all teacher certification required coursework. 2. Maintaining an overall GPA of at least 3.0. 3. Satisfactorily completion of internship experience confirmed by seminar instructor, mentor teacher, and supervisor. 4. Minimum score of at least Proficient (3) on all elements of the Clinical Practice Performance Assessment, including the INTASC Art Standards. 5. Successful completion of the Teaching Folio. 6. Completion of a variety of program/internship evaluation forms. 7. Passing score on Praxis I & II Undergraduates have a graduation review completed by their major adviser and a transcript review by their education adviser to confirm their eligibility to graduate. The unit has a certification officer that confirms the completion status of teacher candidates and recommends to the registrar that the transcript of the eligible program completers reflect that they have completed the teacher certification program. Teacher candidates then submit their credentials to Maryland State Department of Education to receive teacher certification.
8	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14	2.1	Number of post-bach students completing teacher training programs	DIS	Master's degrees awarded in education programs, included Masters of Education, Masters of Teaching, Masters of Arts in Instructional Systems Development	See control procedures for number 2 above. The requirements for both undergraduate and graduate students for program completion are: 1. Completion of all teacher certification required coursework. 2. Maintaining an overall GPA of at least 3.0. 3. Satisfactorily completion of internship experience confirmed by seminar instructor, mentor teacher, and supervisor. 4. Minimum score of at least Proficient (3) on all elements of the Clinical Practice Performance Assessment, including the INTASC Art Standards. 5. Successful completion of the Teaching Folio. 6. Completion of a variety of program/internship evaluation forms. 7. Passing score on Praxis I & II Graduate students who have applied for graduation have a

						degree audit done at the program and graduate school levels. It is the responsibility of the Program Director to verify and document that teacher candidates have completed of all program requirements. The unit has a certification officer that confirms the completion status of teacher candidates and recommends to the registrar that the transcript of the eligible program completers reflect that they have completed the teacher certification program. Teacher candidates then submit their credentials to Maryland State Department of Education to receive teacher certification.
9	FY 12: FY 12 FY 13: FY 13 FY 14: FY 14 FY 15: FY 15	2.2	Number of students graduating from STEM baccalaureate programs	DIS	Science Technology Engineering & Math baccalaureate degrees awarded in HEGIS (CIP) codes: 09(14)-Engineering 17(27)-Mathematics 19(40)-Physical Sciences 04(26,03)-Biological Sci 07(11)-Computer & Info Sci	Data on degrees awarded come from the UMBC PeopleSoft Student Administration system. These data are captured in a data freeze at the end of July by OIR, and data are reported for the fiscal year (i.e., FY2010 degrees would include those awarded in August 2009, December 2009 and May 2010.) Data edits are performed prior to the capture of this data to ensure the highest level of accuracy and consistency. Data are stored in the OIR data warehouse. Reports are run against the data using Excel, Crystal Reports and SAS. Data are reported each July (DIS file) to USM and MHEC and each Fall (Completions Data Survey) to the U.S. Department of Education (IPEDS data collection).
10	FY 12: FY 12 FY 13: FY 13 FY 14: FY 14 FY 15: FY 15	3.2	Number of jobs created by UMBC's Technology Center & Research Park	Exec.Dir/UM Technology Center & Research Park	Total number of jobs created by companies in UMBC Technology Center & Research Park.	The UMBC Technology Center maintains a database containing information on employees in the companies associated with the Center.
11	FY 12: cohort of F2010 FY 13: cohort of F2011 FY 14: cohort of F2012 FY 15: cohort of F2013	4.2	African-American second-year retention rate	MHEC: EIS, DIS	The percentage of African-American first-time, full-time degree-seeking undergraduates who re-enrolled at any Maryland public four-year institution one year after matriculation. Data provided by MHEC.	Data provided by MHEC. Data are compiled using the EIS and DIS files from each institution, as described in the control procedures for number 3 and number 7 above.
12	FY 12: cohort of F2005 FY 13: cohort of F2006 FY 14: cohort of F2007 FY 15: cohort of F2008	4.3	African-American six-year graduation rate	MHEC : EIS, DIS	The percentage of African-American first-time, full-time degree-seeking undergraduates who graduated from any Maryland public four-year institution within six years of matriculation. Institutions may provide additional refinements based on IPEDS' national definition. Data provided by MHEC.	Data provided by MHEC. Data are compiled using the EIS and DIS files from each institution, as described in the control procedures for number 3 and number 7 above.
13	FY 12: cohort of F2010 FY 13: cohort of F2011 FY 14: cohort of F2012 FY 15: cohort of F2013	5.1	Second-year retention rate	MHEC: EIS, DIS	The percentage of first-time, full-time degree-seeking undergraduates who re-enrolled at any Maryland public four-year institution one year after	Data provided by MHEC. Data are compiled using the EIS and DIS files from each institution, as described in the control procedures for number 3 and number 7 above.

501

					matriculation. Data provided by MHEC.	
14	FY 12: cohort of F2005 FY 13: cohort of F2006 FY 14: cohort of F2007 FY 15: cohort of F2008	5.2	Six-year graduation rate	MHEC : EIS, DIS	The percentage of first-time, full-time degree-seeking undergraduates who graduated from any Maryland public four-year institution within six years of matriculation. Institutions may provide additional refinements based on IPEDS' national definition. Data provided by MHEC	Data provided by MHEC. Data are compiled using the EIS and DIS files from each institution, as described in the control procedures for number 3 and number 7 above.
15	FY 12: FY 12 FY 13: FY 13 FY 14: FY 14 FY 15: FY 15	5.3	Number of Ph.D. degrees awarded	DIS	Total number of Ph.D. degrees awarded	See control procedures for number 7 above.
16	FY 12: Fall 10 Faculty/FY 11$ FY 13: Fall 11 Faculty/FY 12$ FY 14: Fall 12 Faculty/FY 13$ FY 15: Fall 13 Faculty/FY 14$	6.1	$s in total federal R&D expenditures in S&E per FT faculty (thousands)	NSF/ AAUP	UMBC $s in total Federal R&D expenditures (NSF) in S&E per FT Faculty (as defined by AAUP: full-time faculty in ranks of professor, associate professor, and assistant professor)	Data for total Federal R&D expenditures come from the National Science Foundation (NSF) fiscal year reports published on the NSF website or provided by the IR office of USM. Data are presented by institution. Data on faculty come from the UMBC PeopleSoft HR system. These data are captured in a data freeze each Fall (November 1) by OIR. Data edits are performed prior to the capture of this data to ensure the highest level of accuracy and consistency. Data are stored in the OIR data warehouse. Reports are run against the data using Crystal Reports and SPSS. Data are reported to USM and MHEC in our Fall Employee Data System (EDS) file, and subsequently to the U.S. Department of Education (IPEDS personnel data collection).
17	FY 12: FY 05-FY 10 FY 13: FY 06-FY 11 FY 14: FY 07-FY 12 FY 15: FY 08-FY 13	6.2	Rank among peers in 5-year average annual growth rate in federal R&D expenditures in S&E	NSF	UMBC growth in federal R&D expenditures in S&E – average annual growth over 5 year period compared to our 10 current peers.	Data come from the National Science Foundation (NSF) fiscal year reports published on the NSF website or provided by the IR office of USM. Data are presented by institution.
					OUTCOMES	
18	2002 survey- 2001 bach degree recipients 2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients	1.1	Employment rate of graduates	MHEC follow-up survey of graduates	The percentage of bachelor's degree recipients who held full- or part-time jobs within one year of graduation.	Data come from the UMBC OIR One Year Follow-Up Survey of Bachelor's Degree Recipients. This survey is currently conducted on a 3 year cycle. Questions on the survey conform to the MHEC guidelines. Surveys are mailed to all bachelor's degree recipients with a viable mailing address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys are mailed via U.S. Mail, generally with at least one follow-up mailing. Surveys are stamped and logged on the day they are received by OIR. Data are entered by OIR staff using a data entry system set up in SPSS. Data are then compiled and checked for anomalies. Paper surveys are stored in a locked and secured area. Data files are then matched with the EIS

502

					files to get demographic and background information, such as race and gender. This is done via an encrypted number that is placed on each survey. Survey respondents are assured that their privacy will be protected and that any information they provide will not be shared at the individual level. Data files are stored on the IR departmental shared network drive.
19	2002 survey- 2001 bach degree recipients 2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients	1.3	% of bachelor's degree recipients enrolled in grad/professional study 1 year later	MHEC follow-up survey of graduates	The number of bachelor's degree recipients reporting "yes, I am currently enrolled full-time", "yes, I am currently enrolled part-time", or "yes, but I am not currently enrolled" in graduate or professional study one year following graduation per the total # of bachelor's degree recipients answering the survey and responding to this question .	See control procedures for number 16 above.
20	2002 survey- 2001 bach degree recipients 2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients	1.3	% of African-American bachelor's degree recipients enrolled in grad/professional study 1 year later	MHEC follow-up survey of graduates	The number of African-American bachelor's degree recipients reporting "yes, I am currently enrolled full-time", "yes, I am currently enrolled part-time", or "yes, but I am not currently enrolled" in graduate or professional study one year following graduation per the total number of African-American bachelor's degree recipients responding to the survey and answering the question.	See control procedures for number 16 above.
21	2002 survey- 2001 bach degree recipients 2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients	1.5	% of bachelor's degree recipients employed and/or enrolled in grad/ professional study 1 year later	MHEC follow-up survey of graduates	The percentage of bachelor's degree recipients who held full- or part-time jobs within one year of graduation AND/OR enrolled in graduate or professional school (reporting "yes, I am currently enrolled full-time", "yes, I am currently enrolled part-time", or "yes, but I am not currently enrolled" in graduate or professional study) one year following graduation per the total number of bachelor's degree recipients responding to the survey and answering the questions.	See control procedures for number 16 above.
22	2002 survey- 2001 bach degree recipients 2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients	1.5	% of African-American bachelor's degree recipients employed and/or enrolled in grad/ professional study 1 year later	MHEC follow-up survey of graduates	The percentage of African-American bachelor's degree recipients who held full- or part-time jobs within one year of graduation AND/OR enrolled in graduate or professional school (reporting "yes, I am currently enrolled full-time", "yes, I am currently enrolled part-time", or "yes, but I am	See control procedures for number 16 above.

	2014 survey- 2013 bach degree recipients				not currently enrolled" in graduate or professional study) one year following graduation per the total number of African-American bachelor's degree recipients responding to the survey and answering the questions.	
23	FY 12: FY 12 FY 13: FY 13 FY 14: FY 14 FY 15: FY 15	3.1	Number of companies graduating from incubator programs	Exec.Dir./ UMBC Technology Center and Research Park	Companies who, having been provided space and services, have moved out into their own space.	The UMBC Technology Center maintains a database of information on the companies associated with the Center.
24	FY 12: 3 yr. average for FY10, FY11, FY12 FY 13: 3 yr. average for FY11, FY12, FY13 FY 14: 3 yr. average for FY12, FY13, FY14 FY 15: 3 yr. average for FY13, FY14, FY15	3.3	Three-year average number of invention disclosures	UMBC Office of Technology Development	Number of invention disclosures, no matter how comprehensive, counted by institution (as reported to USM for AUTM)	Data are collected from the fiscal year report on invention disclosures to USM. These are recorded in a spreadsheet.
				QUALITY		
25	2002 survey- 2001 bach degree recipients 2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients	1.2	Student satisfaction with education received for employment	MHEC follow-up survey of graduates	The percentage of bachelor's degree recipients employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job (including those who were undecided in the denominator.)	See control procedures for number 16 above.
26	2002 survey- 2001 bach degree recipients 2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients	1.4	Student satisfaction with education received for graduate or professional school	MHEC follow-up survey of graduates	The percentage of bachelor's degree recipients who enrolled FT or PT in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good or adequate (fair).	See control procedures for number 16 above.
27	FY 12: FY 11 FY 13: FY 12 FY 14: FY 13 FY 15: FY 14	2.1	Percent of undergraduate students who completed teacher training program and passed Praxis II (or the NTE, if	Institution (UMBC Dept. of Educ.)	The number of undergraduate students who passed the Praxis II (or NTE if applicable) divided by the number of undergraduate students who took Praxis II	Data are collected from the UMBC Dept. of Education. They provided the following control procedures: In order for our candidates to be designated as program completers, they must have graduated with their academic major, successfully completed the courses in the certification program, and passed the appropriate Praxis II tests. For this reason, the pass rate is 100%. All of this

			applicable during the transition period)			information comes from ETS.
28	FY 12: FY 11 FY 13: FY 12 FY 14: FY 13 FY 15: FY 14	2.1	Percent of post-baccalaureate students who completed teacher training program and passed Praxis II (or the NTE, if applicable during the transition period)	Institution (UMBC Dept. of Educ.)	The number of post-bach. students who passed the Praxis II (or NTE if applicable) divided by the number of post-bach. students who took Praxis II.	Data are collected from the UMBC Dept. of Education. They provided the following control procedures: In order for our candidates to be designated as program completers, they must have graduated with their academic major, successfully completed the courses in the certification program, and passed the appropriate Praxis II tests. All of this information comes from ETS. For this reason, the pass rate is 100%.
29	FY 12: FY 11 FY 13: FY 12 FY 14: FY 13 FY 15: FY 14	2.2	Rank in STEM bachelor's degrees awarded compared to peers	IPEDS Completions Files	Rank among UMBC peers in the total # of bachelor's degrees awarded in STEM: includes CIP codes detailed in control procedures for # 3 above, as well as: Specified agric science programs (01.09xx,01.10xx,01.11xx,01.12xx,01.99xx) Engineering Technologies (15.xx) and Science Technologies (41.xx)	Data come from the IPEDS Peer Analysis System. Data are collected via the web using the Completions data provided in this system, selecting data for our Ten Current Peers (as defined through negotiations with MHEC and USM). The number and percent of bachelor's degrees in the defined disciplines are downloaded and maintained in an Excel Spreadsheet. These data can also be found under Peer Comparison Data on the OIR website (www.umbc.edu/oir). Data for UMBC are provided to IPEDS as described in the control procedures for number 7 above.
30	FY 12: Fall 11 FY 13: Fall 12 FY 14: Fall 13 FY 15: Fall 14	5.1	Rank in ratio of FTE students to FT instructional faculty	IPEDS Enrollments & Faculty Salary Survey	Rank among UMBC peers in the ratio of full-time students plus one-third part time students per FT faculty (Full-time instructional faculty with rank of professor, associate professor, assistant professor, instructor & lecturer)	Data for UMBC are collected, stored and reported to IPEDS as discussed in control procedures for number 6 above. Data for peers come from the IPEDS Peer Analysis System. Data are collected via the web using the Faculty Salary Survey data provided in this system, selecting data for our Ten Current Peers (as defined through negotiations with MHEC and USM). The number of faculty in each category are downloaded and maintained in an Excel Spreadsheet. A table is then produced that calculates the ratios for each institution and indicates the rank for UMBC among its peers.
				EFFICIENCY		
31	FY 12: FY 12 FY 13: FY 13 FY 14: FY 14 FY 15: FY 15	7.1	% of replacement cost expended in facility renewal and renovation	USM Office of Capital Budget	Expenditures from operating and capital budgets on facility renewal and renovation as a percentage of the total replacement value. USM Office will provide replacement value. <[Operating facilities renewal (state supported) + capital facilities renewal (amount included in Academic Revenue Bonds) divided by the 2% replacement value] multiplied by .02 >	These data are obtained from the USM Office. The communication containing this data – usually e-mail- is copied and kept with our MFR Data Collection Manual for each year.
32	FY 12: FY 12 FY 13: FY 13 FY 14: FY 14	7.2	Rate of operating budget savings	*Efficiency Efforts of the USM*	Detailed definition included in report. Efficiency includes specific actions resulting on cost savings; cost	These data are obtained from the USM Office. The communication containing this data – usually e-mail- is copied and kept with our MFR Data Collection Manual for

	FY 15: FY 15				avoidance; strategic reallocation; and revenue enhancement	each year.

	Special Timeframe Issues	MFR Obj.	Indicator/ Measure	Source	Operational Definition	Control Procedures *
					UNIVERSITY OF MARYLAND, COLLEGE PARK's OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS	
1	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	1.1	Difference in graduation rates between all students and African American students	Institution	The difference between six-year graduation rates of all first-time, full-time degree-seeking undergraduates and first-time, full-time degree-seeking African American students.	These data are collected from "Profiles," an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR report.
2	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	1.2	Difference in graduation rates between all students and Hispanic students	Institution	The difference between six year graduation rates of all first-time, full-time degree-seeking undergraduates and first-time, full-time degree-seeking Hispanic students.	Same.
3	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	1.3	Percentage of minority undergraduate students enrolled in UM	Institution	The percentage of all undergraduate students enrolled at UM who are either: Hispanic; and/or American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; or two or more of the above; as defined by the 2010 federal reporting guidelines. https://www.irpa.umd.edu/WhatsNew/new_ethnicity_explain.cfm https://www.irpa.umd.edu/Presentations/Heterogeneity_Race_and_Critical_Thinking.doc	Same.
4	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	1.4	Second-year freshman retention rate: All UM students	Institution	The percentage of first-time, full-time degree-seeking undergraduates who re-enrolled at the University of Maryland, College Park one year after matriculation.	Same.
5	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	1.5	First-time freshman 6-year graduation rate: All UM students	Institution	The percentage of first-time, full-time degree-seeking undergraduates who graduated from the University of Maryland, College Park within six years of matriculation.	Same.
6	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	1.6	Second-year freshman retention rate: All UM minority students	Institution	The percentage of African American, Asian American, Hispanic, or Native American first-time, full-time degree-seeking undergraduates who re-enrolled at the University of Maryland, College Park one year after matriculation.	Same.
7	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort	1.7	First-time freshman 6-year graduation rate:	Institution	The percentage of African American, Asian American, Hispanic, or Native American first-time, full-time degree-seeking undergraduates who graduated from the	Same.

UNIVERSITY OF MARYLAND, COLLEGE PARK's OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS						
*	Special Timeframe Issues	MFR Obj.	Indicator/ Measure	Source	Operational Definition	Control Procedures *
	2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)		All UM minority students		University of Maryland, College Park within six years of matriculation.	
8	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	1.8	Second-year freshman retention rate: UM African American students	Institution	The percentage of first-time, full-time degree-seeking African American undergraduates who re-enrolled at the University of Maryland, College Park one year after matriculation.	Same.
9	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	1.9	First-time freshman 6-year graduation rate: UM African American students	Institution	The percentage of first-time, full-time degree-seeking African American undergraduates who graduated from the University of Maryland, College Park within six years of matriculation.	Same.
10	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	1.10	Second-year freshman retention rate: UM Hispanic students	Institution	The percentage of first-time, full-time degree-seeking Hispanic undergraduates who re-enrolled at the University of Maryland, College Park one year after matriculation.	Same.
11	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	1.11	First-time freshman 6-year graduation rate: UM Hispanic students	Institution	The percentage of first-time, full-time degree-seeking Hispanic undergraduates who graduated from the University of Maryland, College Park within six years of matriculation.	Same.
12	2012: Fall 06 cohort 2013: Fall 07 cohort 2014: Fall 09 cohort 2015: Fall 08 cohort 2016: Fall 10 cohort (Est.) 2017: Fall 11 cohort (Est.)	1.12	New full-time undergraduate transfer 4-year graduate rate: All UM students	Institution	The percentage of new full-time undergraduate transfer students who graduated from the University of Maryland, College Park within four years of matriculation. Aligns with figures reported to the Student Achievement Measure.	Same.
13	2012: Unknown 2013: Federal FY 2009-11 2014: Federal FY 2010-12 2015: Federal FY 2011-13 2016: Federal FY 2012-14 (Est.) 2017: Federal FY 2013-15 (Est.)	2.1	The percentage of the class' borrowers who enters repayment on federal loans and default prior to the end of the following fiscal year.	Federal Student Aid office of the U.S. Department of Education	This metric is the percentage of the class' borrowers who enters repayment on certain Federal Family Education Loans (FFELs) and/or William D. Ford Federal Direct Loans (Direct Loans) during that fiscal year averaged across the cohort default period. Fiscal year refer to federal definition of October 1 through September 30 of the subsequent calendar year. The cohort default period is a three year average. Thus when calculating the default rate for 2013, the averages between FY 2009-2011 is used, and so on. The U.S. Department of	These data are collected from the Cohort Default Rate Database located at http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html

					UNIVERSITY OF MARYLAND, COLLEGE PARK's OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS	
*	Special Timeframe Issues	MFR Obj.	Indicator/ Measure	Source	Operational Definition	Control Procedures *
					Education releases official cohort default rates once per year with those data beginning in FY 2009.	
14	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	2.2	First-time freshman 6-year graduation rate: UM low financial resource students	Institution	The percentage of first-time, full-time degree-seeking low financial resource undergraduates who graduated from the University of Maryland, College Park within six years of matriculation.	These data are collected from the Achievement Gap report, submitted annually to the USM.
15	2012: FY 11 2013: FY 12 2014: FY 13 2015: FY 14 2016: FY 15 (Est.) 2017: FY 16 (Est.)	3.1	Total R&D expenditures, as reported by NSF	National Science Foundation	$s spent on R&D from federal, state, industry, institutional, and other sources (excluding expenditures in medical science for institutions other than UMB). Due to lag time in NSF's collection of the data and release of the official figures, data reported are for the prior fiscal year. Official expenditure data for FY 09 are reported under the 2010 MFR column; official expenditure data for FY 10 are reported under the 2011 MFR column, etc.	These data are reported to NSF through the Comptroller's Office by the Manager for Accounting and Reporting. The survey is made available almost a year after the close of the fiscal year.
16	Fiscal Year	4.1	Total number of annual alumni donors	Institution	Self explanatory.	These data are reported by the Vice President for University Relations.
17	2002 Survey: FY 01 grads 2005 Survey: FY 04 grads 2008 Survey: FY 07 grads 2011 Survey: FY 10 grads 2014 Survey: FY 13 grads 2017 Survey: FY 16 grads (Est.)	5.1	Percentage of UM Graduates employed in Maryland one year after graduation	Alumni Follow-Up Surveys of Graduates	Percentage of UM alumni survey respondents indicating they were employed full- or part-time in Maryland approximately one year after graduation. Graduates completed the Alumni Follow Up Survey one year after graduation.	These data are collected on an alumni survey that is administered and analyzed by IRPA staff, entered into a spreadsheet and stored with the MFR.
18	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	5.2	Number of UM baccalaureate level graduates in STEM (science, technology, engineering, and math) fields	Institution	STEM fields to be included in this metric are determined by the HEGIS code of the program and include those programs that begin with '04' Environmental Science And Policy; '12' Pre-Vet, '07' Information Systems; '04' Ecology; '12' Hearing & Speech Sciences; '04' Biological Sciences, Microbiology, Biochemistry, Ecology; '07' Computer Science; '12' Nursing; '17' Mathematics; '19' Physical Sciences, Physics, Chemistry, Geology, Astronomy, Atmospheric Sciences; '09' Engineering (all majors); and '12' Public Health Science.	These data are extracted from the IRPA data warehouse by IRPA staff.
19	2012: Fall 05 cohort 2013: Fall 06 cohort 2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort (Est.) 2017: Fall 10 cohort (Est.)	5.3	Number of UM teacher education program completers (including undergraduate, masters, post-	Institution	Undergraduate program completers include students who have completed the Upper Division Certificate in Secondary Education, and students who have completed the teacher preparation program requirements for degrees or second majors. Post-baccalaureate program completers include students who have completed the teacher preparation program requirements for an approved	The College of Education maintains an internal database to track these students and provides the Registrar with special program codes (e.g., CITE, MCERT, etc.) to insert into our Student Information

| UNIVERSITY OF MARYLAND, COLLEGE PARK's OPERATIONAL DEFINITIONS FOR MFR/ACCOUNTABILITY MEASURES/INDICATORS						
*	Special Timeframe Issues	MFR Obj.	Indicator/ Measure	Source	Operational Definition	Control Procedures *
			baccalaureate/non-degree)		Master's certification program or a MSDE-approved program of study leading to teacher certification (without the degree). The fiscal year reporting cycle underrepresents the number of teachers immediately ready to enter the workforce the following fall. The year-long internship of a large number of UM's Master's and post-baccalaureate programs occurs during the fall, spring, and summer. In using the FY as the reporting cycle, these summer graduates are moved into the next reporting year.	System (SIS). Students who intend to pursue the Integrated Masters program and who are enrolled on campus in Arts and Sciences majors but not yet admitted to graduate study are given a TEED code for data tracking purposes.
20	2002 Survey: FY 01 grads 2005 Survey: FY 04 grads 2008 Survey: FY 07 grads 2011 Survey: FY 10 grads 2014 Survey: FY 13 grads 2017 Survey: FY 16 grads (Est.)	5.4	% of alumni satisfied with education received for employment one year after graduation	Alumni Follow-Up Surveys of Graduates	The percentage of bachelor's degree recipients employed full-time approximately one year after graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job. Graduates completed the Alumni Follow Up Survey one year after graduation.	These data are collected on an alumni survey that is administered and analyzed by IRPA staff, entered into a spreadsheet and stored with the MFR.
21	2002 Survey: FY 01 grads 2005 Survey: FY 04 grads 2008 Survey: FY 07 grads 2011 Survey: FY 10 grads 2014 Survey: FY 13 grads 2017 Survey: FY 16 grads (Est.)	5.5	% of alumni satisfied with education received for graduate or professional school one year after graduation	Alumni Follow-Up Surveys of Graduates	The percentage of bachelor's degree recipients who enrolled in graduate or professional school approximately one year after graduation and who rated their preparation for advanced education as excellent, good, or adequate (fair) preparation for their job. Graduates completed the Alumni Follow-Up Survey one year after graduation.	These data are collected on an alumni survey that is administered and analyzed by IRPA staff, entered into a spreadsheet and stored with the MFR.

ST. MARY'S COLLEGE OF MARYLAND OPERATIONAL DEFINITIONS FOR PAR MEASURES/INDICATORS

Objective	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition
1.1	2015 Actual = Spring '15 grads	Percent of the graduating class successfully completing a one-on-one learning experience	Institution	The percent of the graduating undergraduate class that has completed a one-on-one learning experience, defined as a St. Mary's Project (SMP), Directed Research, Independent Study, a credit-based internship, or private musical instruction. This will include all students that have received a grade of D or higher in at least one of the following courses: 493, 494, 398, 498, *97, *99, MUSA 28* or 38*. Students who have completed more than one of these experiences have only been counted once.
1.2	2015 Actual = Fall '14	Percent of all full-time faculty who are tenured or tenure-track	**Institution**	The percent of full-time faculty (staff whose primary responsibility is instruction) who are either tenured or tenure-track out of all full-time faculty (staff whose primary responsibility is instruction). This includes faculty on sabbatical (or paid leave), but excludes their replacements.
1.2	2015 Actual = Fall '14	Percent of all full-time faculty who have terminal degrees	Institution	The percent of all full-time faculty who have a doctorate or other terminal degree (MM or MFA). This includes faculty on sabbatical (or paid leave), but excludes their replacements.
1.3	2015 Actual = Fall '14	Undergraduate student faculty ratio (IPEDS calculation)	IPEDS Fall Enrollment	Students = Full-time students – graduate students (MAT) + 1/3* Part-time students Faculty = Full-time faculty – faculty exclusively teaching in graduate programs + 1/3 * (Part-time faculty + Administrators (other staff whose primary responsibility is not teaching))
1.3	2015 Actual = Fall '14	Average Undergraduate class size	Institution	The average class size for all classes. One-on-one classes and class labs are all included. Cross listed classes that are listed as two separate administrative records have been combined into one record to reflect the instructor's viewpoint of the classroom.
2.1	2015 Actual = Fall '14	Median SAT scores of first year entering class	MHEC S-11	The median (midpoint) of SAT score of Critical Reading and Math for all first-time first-year undergraduate degree-seeking students who submitted SAT scores. Included information for ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores. Partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combined other standardized test results (such as TOEFL) are excluded. ACT scores are not converted to SAT scores.
2.1	2015 Actual = Fall '14	Average HS GPA	CDS C12	Average High School GPA of first-time first-year students who submitted a GPA. This GPA is the academic GPA

		ST. MARY'S COLLEGE OF MARYLAND OPERATIONAL DEFINITIONS FOR PAR MEASURES/INDICATORS		
Objective	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition
				and excludes non-academic classes.
2.1	2015 Actual = Fall '14	Percent of full-time entering first year class who are minorities	IPEDS Fall Enrollment Part A	Percentage of first-time, full-time degree-seeking students who were minorities (Hispanic, non-Hispanic with at least one race that was not white) and who were enrolled at the college as of the census (official reporting) date. Non-resident aliens and unknown-race students are excluded from the numerator and denominator.
2.1	2015 Actual = Fall '14	Percent of entering first year class who originate from outside of MD	CDS F1	Percentage of first-time, full-time degree-seeking students who are from out of state. International/nonresident alien students are excluded from the numerator and denominator.
2.1	2015 Actual = Fall '14	Percent of entering first year class who come from 1st generation households	Institution	Percentage of first-time, full-time degree-seeking students who were first generation college students. First generation students are defined as neither parent completing a degree higher than an associate's degree. Students are considered not first generation if at least one parent completed a baccalaureate degree or higher degree. Students where the parent's educational level is unknown are excluded from the numerator and denominator.
2.1	2015 Actual = Fall '14	Percent of entering first year class receiving Pell Grants disbursed	Institution	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first year at the college.
2.2	2015 Actual = Fall '11 cohort graduating by Summer '15	Four-year graduation rate for all students	Institution	Percentage of first-time, full-time degree-seeking students who graduated from SMCM within four years after matriculation.
2.2	2015 Actual = Fall '11 cohort graduating by Summer '15	Four-year graduation rate for all minorities	Institution	Percentage of first-time, full-time degree-seeking students who were minorities (Hispanic, non-Hispanic with at least one race that was not white), and who graduated from SMCM within four years after matriculation. Non-resident aliens and unknown-race students are excluded from the numerator and denominator.
2.2	2015 Actual = Fall '11 cohort graduating by Summer '15	Four-year graduation rate for African-American students	Institution	Percentage of first-time, full-time degree-seeking students who were non-Hispanic and identified as one race that was African American, and who graduated from SMCM within four years after matriculation. Non-resident aliens are excluded from the numerator and denominator.
2.2	2015 Actual = Fall '11 cohort graduating by Summer '15	Four-year graduation rate for all 1st generation students	Institution	Percentage of first-time, full-time degree-seeking students who were first generation college students, and who graduated from SMCM within four years after matriculation. First generation students are defined as neither parent completing a degree higher than an

		ST. MARY'S COLLEGE OF MARYLAND OPERATIONAL DEFINITIONS FOR PAR MEASURES/INDICATORS		
Objective	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition
				associate's degree. Students are considered not first generation if at least one parent completed a baccalaureate degree or higher degree. Students where the parent's educational level is unknown are excluded from the numerator and denominator.
2.2	2015 Actual = Fall '11 cohort graduating by Summer '15	Four-year graduation rate for students with a Pell Grant disbursed during their first year	Institution	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first year at the college, and who graduated from SMCM within four years after matriculation.
2.2	2015 Actual = Fall '09 cohort graduating by Summer '15	Six-year graduation rate for all students	Institution	Percentage of first-time, full-time degree-seeking students who graduated from SMCM within six years after matriculation.
2.2	2015 Actual = Fall '09 cohort graduating by Summer '15	Six-year graduation rate for all minorities	Institution	Percentage of first-time, full-time degree-seeking students who were minorities (Hispanic, non-Hispanic with at least one race that was not white), and who graduated from SMCM within six years after matriculation. Non-resident aliens and unknown-race students are excluded from the numerator and denominator.
2.2	2015 Actual = Fall '09 cohort graduating by Summer '15	Six-year graduation rate for African-American students	Institution	Percentage of first-time, full-time degree-seeking students who were non-Hispanic and identified as one race that was African American, and who graduated from SMCM within six years after matriculation. Non-resident aliens are excluded from the numerator and denominator.
2.2	2015 Actual = Fall '09 cohort graduating by Summer '15	Six-year graduation rate for all 1st generation students	Institution	Percentage of first-time, full-time degree-seeking students who were first generation college students, and who graduated from SMCM within six years after matriculation. First generation students are defined as neither parent completing a degree higher than an associate's degree. Students are considered not first generation if at least one parent completed a baccalaureate degree or higher degree. Students where the parent's educational level is unknown are excluded from the numerator and denominator.
2.2	2015 Actual = Fall '09 cohort graduating by Summer '15	Six-year graduation rate for students with a Pell Grant disbursed during their first year	Institution	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first year at the college, and who graduated from SMCM within six years after matriculation.
2.3	2015 Actual = Fall '13 cohort re-enrolled in Fall '14	Second-year retention rate	CDS B22	Percentage of first-time, full-time, degree-seeking first-year students who re-enrolled at SMCM one year after matriculation.
2.4	2015 Actual = Fall '14	Percent minority of all full-time tenured or	Institution	The percentage minority out of all full-time tenured or

		ST. MARY'S COLLEGE OF MARYLAND OPERATIONAL DEFINITIONS FOR PAR MEASURES/INDICATORS		
Objective	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition
		tenure-track faculty		tenure-track faculty (staff whose primary responsibility is instruction). Minority is defined as selecting either Hispanic or non-Hispanic with at least one race that was not white. Individuals who have self-reported that they are unknown or a non-resident alien (foreign) have been excluded from the numerator and denominator.
2.4	2015 Actual = Fall '14	Percent women of all full-time tenured or tenure-track faculty	Institution	The percentage women out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). This includes faculty on sabbatical (or paid leave), but excludes their replacements.
2.4	2015 Actual = Fall '14	Percent minority of all full-time (non-faculty) staff	Institution	The percentage minority out of all full-time staff (staff whose primary responsibility is not instruction). Minority is defined as selecting either Hispanic or non-Hispanic with at least one race that was not white. Individuals who have self-reported that they are unknown or a non-resident alien (foreign) have been excluded from the numerator and denominator.
2.4	2015 Actual = Fall '14	Percent women of all full-time (non-faculty) staff	Institution	The percentage women out of all full-time staff (staff whose primary responsibility is not instruction).
3.1	2015 Actual = 2014-15 academic year (Final Data for CDS)	Percent of student need met by awarding need-based aid	CDS H2i	On average, the percentage of need that was met of full-time degree seeking undergraduate students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)
3.2	2015 Actual = 2014-15 academic year (Final Data for CDS)	Average need-based scholarship and grant award	CDS H2k	Average need-based scholarship and grant award of those full-time degree seeking undergraduate students who were determined to have financial need and awarded any need-based scholarship or grant aid.
4.1	2015 Actual = Spring 2015 Senior Exit Survey of 2015 Undergraduate Students	Percent of graduating seniors who report having done community service or volunteer work while at SMCM	Institution Undergraduate Senior Exit Survey	Percent of survey respondents answering "Yes" to the question: "While at SMCM, did you participate in volunteer or community service work?" Those that left the question blank were excluded from the numerator and denominator.
4.2	2015 Actual = Spring 2015 Senior Exit Survey of 2015 Undergraduate Students	% of graduating seniors who fulfilled a paid or unpaid internship	Institution Undergraduate Senior Exit Survey	Percent of survey respondents answering "Yes" to the question: "While at SMCM, did you participate in an internship?" Those that left the question blank were excluded from the numerator and denominator. Note: This does not have to be a credit bearing internship.
4.3	2014 Survey Actual = Summer	Employment rate of five-year-out alumni	Institution 5-	2012 and 2013 data: Percentage of survey respondents

ST. MARY'S COLLEGE OF MARYLAND OPERATIONAL DEFINITIONS FOR PAR MEASURES/INDICATORS				
Objective	Special Timeframe Issues	Indicator/Measure	Source	Operational Definition
	2015 5-year-out Alumni Survey of the undergraduate class of 2010		year-out Alumni Survey	who are employed full-or part-time (excludes "not seeking" or those who left the question blank). 2014 and 2015 data: Numbers of respondents not seeking employment were not available. Employment was assumed based on a positive answer to the "job category" question. Based on previous years' data, 50% of those who did not answer the job category question were assumed to be not seeking employment and were therefore excluded from the denominator.
4.4	2014 Survey Actual = Summer 2015 5-year-out Alumni Survey of the undergraduate class of 2010	Percent of alumni pursuing or obtained an advanced degree five years after graduating	Institution 5-year-out Alumni Survey	Percentage of survey respondents reporting enrollment in or completion of a post-baccalaureate certificate, master's, post-master's certificate, doctorate or first-professional (J.D., MD, etc.) program within five years of graduation. Those that left the question blank were excluded from the numerator and denominator.
5.1	2015 Actual = FY14	Amount of endowment value (in millions)	IPEDS Finance Report	Sum of the College and Foundation Endowments (IPEDS Part H, Column 2, Line 02) for the specified fiscal year.
5.2	2015 Actual = FY15	Annual total philanthropic commitments	Institution	Based on Commitments Report at FY end.
5.3	2015 Actual = FY15	Annual scholarship philanthropic commitments	Institution	Based on all current year commitments to scholarship & award funds.
5.4	2015 Actual = FY14	Total dollars: federal, state, and private grants	IPEDS Finance Rept	IPEDS Finance Report, Part B, Lines 2, 3, 4, 13, 14, 15 and 16.
5.5	2015 Actual = FY15	Dollar amount of annual grants requested by faculty (in millions)	Institution	Dollar amount (direct costs) of annual grants requested from the College by faculty.

515
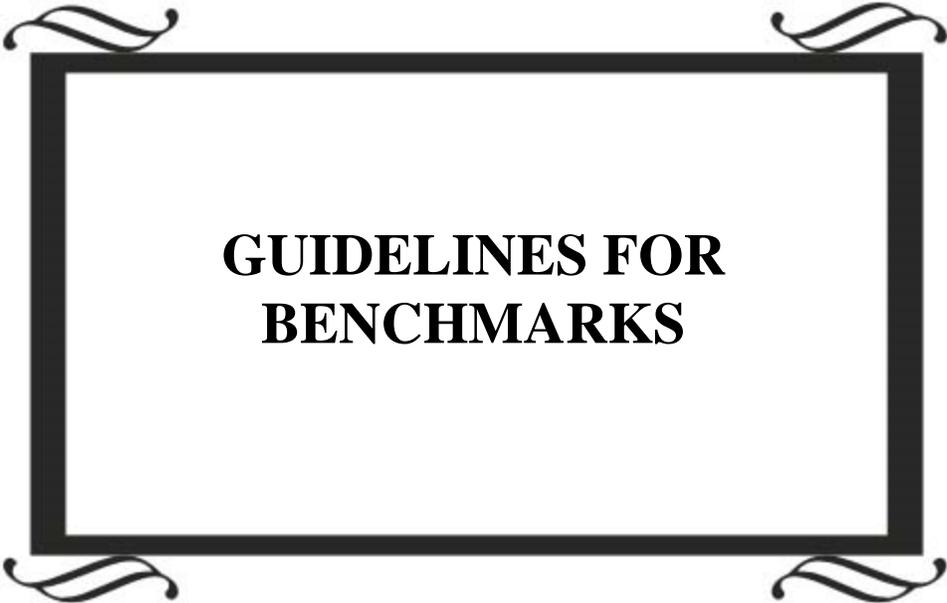
GUIDELINES FOR BENCHMARKS

The performance accountability process for Maryland public colleges and universities includes the development of objectives with specific numerical targets. For community colleges, these objectives are agreed upon at the state level, although each campus has authority to develop its own goals, approved by its governing board. This document is designed to be illustrative of the type of approaches that institutions can use in preparing benchmarks. It is not an authoritative model that must be followed. Benchmarking approaches may vary with each objective.

Definition of "Benchmark"
The benchmark is a five-year goal for each objective that the institution sets for itself. The goal is expected to be achievable, indicative of progress, based on the performance of similar institutions (where feasible), and reflective of the adequacy of funding.

Use of Comparative Information
Where appropriate and available, benchmarks should be based on national data: all institutions in either the relevant Carnegie category or a designated set of peers (either aspirational or current as determined by the governing board). If national data are used for benchmarking, the following should apply:

- If the institution is below the national average (mean or median) on an indicator, the benchmark should be set at the national average or an improvement of at least 20 percent above its current level.

- If the institution is above the national average, the benchmark may be set at its current level or any improvement deemed appropriate and feasible.

Where comparative national information is not available, Maryland data may be used. For community colleges, this would involve comparisons either with the statewide average for two-year institutions or with colleges of a similar size (small, medium and large).

- If the institution is below the selected average (mean or median) on an indicator, the benchmark should be set at that average or an improvement of at least 20 percent above its current level.

- If the institution is above the selected average, the benchmark may be set at its current status or any improvement deemed appropriate and feasible.

Tailoring Benchmarks to Individual Situations
Some campuses may find the above guidelines inappropriate in the case of certain objectives. Each campus' situation may require the adoption of other methods for the establishment of some benchmarks. In adopting any single benchmark, an institution may deviate from these guidelines if institutional circumstances make it reasonable to do so, provided that this action is supported by the campus' governing board.

INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT FORMAT

2015 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT

For Community Colleges

1. Mission

    Provide a brief summary of your approved institutional mission statement (no more than 50 words).

2. Institutional Assessment

    Include a short assessment of the institution's progress toward achieving its benchmarks and toward fulfilling the goals outlined in the *2013 Maryland State Plan for Postsecondary Education*. This assessment should include an analysis of the significant academic, demographic and financial trends that have affected your college's progress. **Specific programs and policy interventions mentioned in this section should be situated within the context of their outcomes or expected outcomes.**

    A subsection which addresses the specific questions raised by the Commission must be included in this section of the report. The institutional assessment section, including the institutional responses, should be no more than eight pages (approximately 4,000 words).

3.   Community Outreach and Impact

    Prepare a brief description of the manner in which the institution is serving key constituencies in its county or larger service area, particularly employers and schools (no more than three pages or 1,500 words).   Emphasize the activities that were most significant and/or not included in the previous year's report.

4. Accountability Indicators

    Supply the data and benchmarks/goals for each indicator, using the definitions provided and following the format included in the templates. This information must be submitted to the Commission in electronic form.

    Provide tables showing the calculations that were used to obtain the statistics for the degree progress analysis indicators (successful persister rate and graduation/transfer rate) for the cohort entering in Fall 2009. There should be separate analyses for each of the four groups of students (college ready, developmental completers, developmental non-completers, and all students).

2015 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT

For Public Four-Year Colleges and Universities

1. Mission

   Provide a brief summary of your approved institutional mission statement (no more than 50 words).

2. Accountability Goals, Objectives and Performance Measures

   Each campus should review the goals, objectives and performance measures used in the 2014 Performance Accountability Report. Each objective must be capable of being tracked for progress and have at least one performance measure; all measures must be consistent with the wording of the objective. For each current performance measure, provide actual data for the last year or cohort for which information is available. This year may or may not coincide with the years in the column heading. Any new performance measures must be accompanied by actual data for the four most recent years. A table which lists each measure in numerical order, the source of the data, and an operational definition must be provided.

3. Institutional Assessment

   Include a short assessment of the institution's progress in achieving its accountability/Managing for Results objectives <u>and</u> the goals applicable to the public four-year colleges and universities in the *2013 Maryland State Plan for Postsecondary Education*. This section should include an analysis of the significant academic, demographic and financial trends that have affected progress. It should also include a **subsection which addresses the specific questions raised by the Commission.** Where there has been lack of progress, explain possible causes and remedial actions taken. For guidance on how to incorporate the institutional responses into this section see Bowie State University's 2009 submission (Volume 2, pp. 245-248), or Frostburg State University's 2009 submission (Volume 2, pp. 280). **This section, including the institutional responses, should be no more than eight pages (approximately 4,000 words).**