

# **COMMUNITY COLLEGES**









































































































































































































































































































































































































































































































**MONTGOMERY COLLEGE  
2018 ACCOUNTABILITY REPORT**

5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		535	485	518	643	600
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	20,291	21,552	22,602	22,929	25,125
	b. Continuing education	1,322	1,384	1,165	958	1,500
7	Tuition and fees as a percent of tuition and fees 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.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		55.5%	55.5%	54.2%	53.7%	55.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	8,673	8,264	7,790	8,139	10,000
	b. Annual course enrollments	13,885	12,917	12,156	12,600	14,000
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	6,752	6,545	6,619	7,009	7,000
	b. Annual course enrollments	11,879	12,060	11,726	11,797	13,000
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	70.9%	72.4%	73.4%	74.6%	80.0%
	b. Percent nonwhite continuing education enrollment	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		62.5%	63.9%	68.0%	71.6%	65.0%
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		51.3%	52.1%	52.8%	53.6	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		32.4%	33.1%	32.3%	34.5%	35.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		38.0%	45.1%	42.9%	43.7%	46.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	63.7%	67.4%	66.6%	62.3%	85.0%
	b. College-ready students	60.6%	61.4%	67.9%	67.2%	85.0%
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	68.8%	71.4%	68.7%	68.5%	85.0%
	b. Non-recipients	60.3%	61.0%	66.1%	65.0%	Not Applicable
15	Developmental completers after four years	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
		47.3%	55.7%	44.4%	54.6%	60.0%

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	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	87.1%	85.0%	88.2%	86.4%	90.0%
b. Developmental completers	78.4%	76.2%	75.9%	85.9%	90.0%
c. Developmental non-completers	46.0%	50.2%	46.2%	49.8%	Not Applicable
d. All students in cohort	75.1%	72.8%	73.3%	75.5%	80.0%
	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
17 Successful-persister rate after four years					
a. Black/African-American only	68.5%	71.6%	66.2%	66.5%	80.0%
b. Asian only	85.2%	84.4%	85.1%	85.1%	80.0%
c. Hispanic/Latino	75.1%	67.1%	67.4%	68.4%	80.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	68.5%	68.5%	68.5%	67.7%	74.0%
b. Developmental completers	47.9%	46.7%	44.0%	54.6%	74.0%
c. Developmental non-completers	28.0%	29.0%	18.5%	23.3%	Not Applicable
d. All students in cohort	49.8%	47.5%	45.6%	48.2%	60.0%
	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2016 Cohort</b>
19 Graduation-transfer rate after four years					
a. Black/African-American only	42.4%	49.1%	39.7%	45.3%	60.0%
b. Asian only	62.0%	59.9%	55.7%	59.9%	60.0%
c. Hispanic/Latino	44.7%	34.6%	34.2%	38.0%	60.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
20 Associate degrees and credit certificates awarded					
a. Career degrees	582	674	608	583	725
b. Transfer degrees	1,780	1,984	1,943	2,029	2,200
c. Certificates	297	289	287	212	305
d. Total awards	2,659	2,947	2,843	2,824	3,230
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
21 STEM programs					
a. Credit enrollment	5,495	5,674	5,646	5,487	5,875
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
b. Credit awards	818	1,004	786	822	1,225
	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>
22 Graduate satisfaction with educational goal achievement	97.0%	97.0%	100.00%	84.9%	90.0%
	<b>Spring 2011 Cohort</b>	<b>Spring 2013 Cohort</b>	<b>Spring 2015 Cohort</b>	<b>Spring 2017 Cohort</b>	<b>Benchmark Spring 2019 Cohort</b>
23 Non-returning student satisfaction with educational goal achievement	78.4%	n/a	86.5%	54.8%	84.0%
	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	<b>Benchmark Alumni Survey 2018</b>

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24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	78.1%	82.7%	82.8%	85.7	90.0%
						<b>Benchmark FY 2020</b>
25	Licensure/certification examination pass rates	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
	a. Radiologic Technology	94%	100%	100%	100%	90%
	Number of Candidates	18	17	18	13	Not Applicable
	b. Nursing	85%	74.9%	76.2%	87.0%	88.0%
	Number of Candidates	129	171	143	131	Not Applicable
	c. Physical Therapy	100%	100%	100%	100%	80.0%
	Number of Candidates	12	17	13	11	Not Applicable
						<b>Benchmark AY 2019-20</b>
26	Performance at transfer institutions	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>	<b>AY 16-17</b>	
	a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	85.5%	86.1%	85.0%
	b. Mean GPA after first year	Not Available	Not Available	2.81	2.85	2.80
	Methodology to calculate this indicator changed starting in AY 15-16					
						<b>Benchmark FY 2020</b>
27	Expenditures by function	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
	a. Instruction	34.0%	34.7%	34.2%	34.1%	36.0%
	b. Academic support	16.5%	16.9%	17.0%	17.7%	17.0%
	c. Student services	11.3%	11.5%	12.2%	12.3%	12.0%
	d. Other	38.2%	36.9%	36.6%	35.9%	35.0%

**Goal 3: Innovation**

						<b>Benchmark Alumni Survey 2018</b>
28	Full-time employed career program graduates working in a related field	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	
		90.0%	85.0%	60.0%	64.9%	90.0%
						<b>Benchmark Alumni Survey 2018</b>
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Alumni Survey 2014</b>	<b>Alumni Survey 2016</b>	
		69.0%	92.0%	83.3%	62.0%	90.0%
						<b>Benchmark FY 2020</b>
30	Enrollment in continuing education workforce development courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
	a. Unduplicated annual headcount	10,790	9,079	10,060	10,206	12,000
	b. Annual course enrollments	18,222	16,441	19,264	19,566	19,000
						<b>Benchmark FY 2020</b>
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
	a. Unduplicated annual headcount	5,665	4,972	5,432	5,517	6,000
	b. Annual course enrollments	10,708	9,874	11,348	10,974	11,000
						<b>Benchmark FY 2020</b>
32	Number of business organizations provided training and services under contract	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
		58	62	67	68	80
						<b>Benchmark FY 2020</b>
33	Enrollment in contract training courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
	a. Unduplicated annual headcount	4,378	3,144	4,004	3,902	4,000
	b. Annual course enrollments	8,392	6,977	8,917	8,848	7,500
						<b>Benchmark FY 2020</b>
34	Employer satisfaction with contract training	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	
		95.0%	97.6%	98.0%	98.0%	95.0%























**Prince George's Community College  
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**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.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	72.8%	73.5%	72.1%	72.6%
B. Credit students with developmental education needs	82.0%	81.2%	79.3%	71.2%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	56.6%	57.4%	55.6%	56.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5,424	5,656	5,599	6067
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	35.9%	35.2%	33.5%	31.9%
b. Credit students receiving loans, scholarships and/or need-based financial aid	49.2%	43.8%	42.5%	47.3%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older	44.3%	43.3%	41.2%	40.7%
a. Credit students				
b. Continuing education students	79.6%	74.6%	74.7%	73.9%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	49.7%	56.8%	47.7%	57.8%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	9.3%	10.5%	11.3%	11.7%
b. Black/African-American only	72.5%	71.7%	70.9%	71.0%
c. American Indian or Alaskan native only	0.4%	0.4%	0.4%	0.4%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.2%	0.0%	0.1%
e. Asian only	3.6%	3.5%	4.2%	4.2%
f. White only	5.4%	5.0%	4.6%	4.1%
g. Multiple races	2.7%	2.8%	3.1%	3.2%
h. Foreign/Non-resident alien	2.2%	2.4%	2.7%	3.0%
i. Unknown/Unreported	3.8%	3.5%	2.7%	2.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$18,418	\$19,515	\$23,224	\$19,622
b. Median income three years after graduation	\$42,847	\$50,340	\$53,840	\$48,028

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	41,365	41,013	39,323	39,182	43,000
b. Credit students	19,108	18,889	18,106	17,370	21,000
c. Continuing education students	23,706	23,779	22,862	23,060	22,000
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	26.2%	23.5%	6.7%	23.1%	40.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	58.8%	55.9%	0.3%	51.6%	70.0%
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	26.2%	23.5%	6.7%	25.8%	50.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
5. High school student enrollment	683	688	867	1051	1,500
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
6. Enrollments in online courses					
a. Credit	13,482	13,803	13,894	12,253	14,500
b. Continuing education	1,471	1,353	1,352	2,159	1,500
	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
7. Tuition and fees as a percent of tuition and fees 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.	52.4%	51.5%	50.3%	50.8%	50.0%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
8. Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	8,193	8,051	7,188	6,753	11,000
b. Annual course enrollments	39,017	37,740	40,740	34,263	40,000
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
9. Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	5,897	6,256	5,994	6,982	6,250
b. Annual course enrollments	8,615	9,455	9,010	10,339	9,500
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
10. Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	94.6%	94.7%	95.2%	95.6%	92.0%
b. Percent nonwhite continuing education enrollment	85.3%	87.0%	87.5%	87.4%	92.0%









## **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 needs of Worcester, Wicomico and Somerset counties. The college serves a diverse student body through its high quality, affordable educational offerings and comprehensive support services designed to facilitate student goal completion.

### **INSTITUTIONAL ASSESSMENT**

Wor-Wic's FTE enrollment declined 8 percent in FY 2014, increased 2 percent in FY 2015 and then decreased in FY 2016 and FY 2017 (2 and 5 percent, respectively). The increase in FY 2015 resulted from a surge in spring credit enrollment and the college resuming operation of Wicomico County's ABE program. Decreases in the other years can be attributed to credit and non-credit declines in general, resulting in 2,620 total FTEs in FY 2017. Since FY 2014, there have not been many changes in credit student demographics. About two-thirds of Wor-Wic's credit students are female. White student enrollment as a percent of the student body decreased each year from 66.4 percent in the fall of 2014 to 61.2 percent in the fall of 2017 (Student Characteristic H). Almost 60 percent of students work 20 hours or more per week (Student Characteristic G) and more than a third are first-generation college students (Student Characteristic C). Almost 40 percent are 25 years old or older (Student Characteristic Fa). The college's general studies and the pre-nursing track programs consistently enroll the largest numbers of students. The percentage of students attending part time increased each year from 70.7 percent in the fall of 2014 to 74.3 percent in the fall of 2017 (Student Characteristic A).

Wor-Wic relies heavily on student tuition and prudent budgeting to support the operation of the college. From FY 2014 to FY 2017, the student share of the college budget decreased from 42 to 37 percent and the county portion increased from 24 to 28 percent. However, Wor-Wic continues to receive the lowest county funding per FTE of all county-supported Maryland community colleges (\$2,622 per FTE in FY 2017). The college is one of the most efficient in the state, spending \$9,348 per Maryland FTE in FY 2017.

### **State Plan Access Goal: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.**

Wor-Wic strives to provide service area residents with access to a quality education at a reasonable cost. The college serves more than 10,000 students annually (Indicator 1a). Over the past four years, the number of continuing education students remained around 6,100 and then increased to 6,433 in FY 2017 (Indicator 1c). The number of credit students decreased each year from 4,508 in FY 2014 to 4,109 students in FY 2017 (Indicator 1b). The college is addressing the decline in credit enrollment through a strategic priority that focuses on student recruitment, retention, academic advising and other support strategies. An enrollment management team has developed enrollment goals and related action plans to achieve those goals.

Wor-Wic has been awarded various grants that focus on student access and retention. A TRIO Student Support Services Program grant through the U.S. Department of Education, which has been renewed for a fourth year, is providing 150 students with individualized support services to increase persistence, retention, academic standing and graduation/transfer. Participants include at-risk students who are low income, first generation and/or students with disabilities. Support services include a needs assessment, intrusive advising, coaching, personal counseling, tutoring and supplemental instruction in the college's fundamentals of college study course. In FY 2018, for the third year, the Maryland State Department of Education awarded Wor-Wic a Child Care Career and Professional Development Fund grant that provided scholarships to 20 child care workers earning credentials through Wor-Wic's early childhood and elementary education degree programs.

Almost 40 percent of the college's service area residents who enrolled as first-time, full-time freshmen at any Maryland college or university attended Wor-Wic in FY 2017 (Indicator 2). This is a decrease from the three prior years (41.6 to 46.8 percent), during which time the market share of first-time, full-time freshmen increased at a local university. Around 80 percent of residents enrolled as part-time undergraduates attend Wor-Wic (Indicator 3). Enrollment of high school students increased 54 percent from 211 students in the fall of 2014 to 325 students in the fall of 2017 (Indicator 5). Over the past four years, market share of recent, college-bound high school graduates decreased from 55.5 to 50.4 percent and then increased to 59.3 percent in the fall of 2016 (Indicator 4). This increase was most likely influenced by the newly-implemented Wicomico Economic Impact Scholarship, which covers full-time tuition and fees for Wicomico County residents who recently completed high school. In the spring of 2018, the college's on-site registration initiative was expanded to provide academic advising, financial aid and registration services at nine of the 10 service area high schools.

Wor-Wic's strategic priority to provide flexible scheduling and diverse delivery methods supports the state plan strategy 3 to ensure equitable access for non-traditional students. The college has been analyzing its offerings to identify changes to better meet student needs. In FY 2017, there were almost 3,000 credit enrollments in online and hybrid (50 percent or more online) courses, an increase of 13 percent over the past four years (Indicator 6a). In the summer of 2018, the college expanded its online offerings by 30 percent more than the prior summer, increasing online enrollment by more than 100 students. Continuing education online courses enrolled more than 200 students in FY 2017 (Indicator 6b).

New online options were added to two continuing education training programs in FY 2018. The veterinary assistant program was restructured to combine online career training with a 50-hour clinical practicum in a local veterinary practice. Online options were also added for students taking child care credentialing classes. To expand distance learning opportunities for credit students, two lab science courses, environmental science and earth and space science, were offered in FY 2018 in a fully online format using mail order lab kits. New hybrid biology and statistics courses were offered for the first time in the spring of 2018.

In the fall of 2017, a dual enrollment psychology course was taught in a Somerset County high school via distance learning. The Wor-Wic instructor used web conferencing software to teach students in their high school classroom three days per week. The high school teacher was present

in the classroom and provided supplemental instruction during the other two class periods each week. This instructional format was implemented due to the lack of Somerset high school teachers qualified to teach this college-level course and the distance from Wor-Wic to the high school. Psychology courses will be taught in a similar manner in three high schools in Somerset and Worcester counties in the fall of 2018.

Wor-Wic's full-time service area tuition and fees compared to the average tuition and fees of Maryland public four-year colleges and universities was 40.5 percent in FY 2018 (Indicator 7). The college still 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 a lower per capita income. Fifty-five percent of Wor-Wic's students receive some type of financial aid and more than 40 percent receive Pell grants (Student Characteristic E).

After resuming operation of Wicomico County's adult basic education program in FY 2015, enrollment in the college's continuing education basic skills and literacy courses more than doubled and increased each year to 2,227 enrollments in FY 2017 (Indicator 9b). The number of English for Speakers of Other Languages students served increased from 59 in FY 2014 to 790 in FY 2017 (Student Characteristic D).

Over the past four years, the college's minority student enrollment (37.3 percent credit and 37.9 percent non-credit) has been steadily surpassing the service area minority population of 30.7 percent (Indicator 10). The full-time minority faculty percentage varied from a low of 8.5 percent in the prior fall to 10.1 percent in the fall of 2017, falling short of the college's benchmark of 12 percent (Indicator 11). The percentage of full-time minority administrative and professional staff increased each year to 18.3 percent in the fall of 2017, surpassing the benchmark of 14 percent (Indicator 12). Due to the small number of employees in each category, a change of one or two employees can cause fluctuations in the minority percentages. In order to meet its faculty benchmark, the college would need to hire two more minority faculty members. 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 its benchmarks for full-time minority faculty.

Embracing the state plan strategy 3 to provide support services to non-traditional students, a new veterans center opened on campus in the spring of 2018 with funding from a \$1.32 million TRIO Veterans Upward Bound grant. A new full-time director of veterans services position, funded by the grant and the college, was also created. The center provides academic, career and other support services to Lower Eastern Shore veterans who are low income or potential first-generation college students and/or veterans who have a high risk for academic failure. More than 120 eligible veterans were assisted within the first three months of opening the center. Another program, funded by the U.S. Department of Transportation's Commercial Motor Vehicle Operator Safety Training Grant, provides financial assistance for veterans, their spouses and/or children who enroll in the college's commercial truck driver training courses.

About 350 veterans attended Wor-Wic's credit and/or non-credit classes in FY 2017. Current and prospective students who are veterans or active military personnel are assisted by the college's director of veterans services and eligible veterans are assisted by veterans center staff. The director 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. All veterans and active military personnel have access to the college's new student veteran lounge that opened in the spring of 2018. Wor-Wic was named as a silver-level Military Friendly School in the community college category for 2018 by Victory Media, a veteran-owned company whose mission is to assist military personnel transitioning into civilian life. The college has been selected as a Military Friendly School by Victory Media for seven consecutive years.

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

From the fall of 2014 to the fall of 2016, almost 80 percent of Wor-Wic's first-time students required developmental coursework (Student Characteristic B). This percentage decreased to 72 percent in the fall of 2017, largely due to a decrease in the percentage of students requiring developmental math. Students who complete their developmental coursework generally have successful-persister rates about the same as college-ready students (Indicator 16). Successful-persisters are students who transfer and/or graduate within four years after entry, or are still attending. For the most recent cohort, Wor-Wic's developmental completer successful-persister rate (82.4 percent) was 1 percentage point below college-ready students (83.7 percent). However, developmental completers have had consistently lower graduation-transfer rates than college-ready students in the four-year time frame of the analysis (Indicator 18). The gap between the developmental completer and college-ready graduation-transfer rates was about 15 percentage points for the fall 2013 cohort. This could be attributed to the fact that developmental students require extra coursework and therefore take longer to graduate.

The percentage of students who complete their developmental coursework within four years was 37 percent or higher for the past four cohort years (Indicator 15). The retention gap between developmental and college-ready students narrowed to less than 3 percentage points for the past two cohort years. Fall-to-fall rates for the fall 2016 cohort were 47.4 percent for developmental students and 48.2 percent for college-ready students. Students who do not complete their developmental coursework have successful-persister rates that are almost 45 percentage points lower than those of developmental completers (Indicator 16) and graduation-transfer rates that are more than 30 percentage points lower (Indicator 18). Since developmental non-completers account for 36 percent of the college's degree progress analysis cohort, the successful-persister and graduation-transfer rates for the "all students" group are heavily impacted by the non-completer rates.

Almost 40 percent of the 87 degree-seeking African-American students who started in the fall of 2013 earned an award or transferred within four years (Indicator 19a). More than half were successful or persisting within the same time frame (Indicator 17a). For the past two cohorts, African-American rates increased several percentage points over the prior two cohorts, but still remained more than 10 percentage points lower than the all-student cohort rates. The office of student engagement focuses on engaging minority students in campus activities to encourage

retention. In addition, the Black Student Association provides a support network for the black community at Wor-Wic and provides cultural enrichment and awareness to the campus and community at large. Membership is open to all students and employees. The fall-to-fall retention rate for low-income students, identified by the receipt of Pell grants, was 45.8 percent for the fall 2016 cohort, about 5 percentage points lower than the rate for Pell non-recipients.

Wor-Wic's strategic priority to improve developmental education student outcomes has led to various curriculum and policy changes to accelerate students through developmental education. Offerings have been increased for college-level English classes that include supplemental writing instruction in the same term and combination developmental reading and writing classes to help a larger number of students enroll more quickly in college-level English. Implementation of redesigned lowest-level reading and writing courses occurred in FY 2018 to improve availability and cost to students, as well as allow the students to move more quickly into credit courses. Course effectiveness has increased through National Repository of Online Courses software and support services on campus.

A new policy that allows recent high school graduates to start directly in college-level math based on high school math and cumulative GPA criteria was implemented in FY 2018. Students placed by this method had a higher success rate in their first math class than students placed with more traditional methods. This policy reinforces strategy 5 of the state plan to ensure that policies and practices support all students and encourage their success. Additionally, a new accelerated mathematics pathway was introduced in FY 2018 to allow students to begin taking college-level mathematics a term earlier than in the past. Students who enrolled in statistics linked with elementary algebra in the same term experienced pass rates comparable to those who took the classes over two terms.

In FY 2018, the college began participating in a pilot study to replace the current mathematics placement test with an adaptive test, ALEKS Placement, Preparation and Learning (ALEKS PPL). After students take the placement test, they have access to individualized learning modules that adaptively respond to provide students with customized practice prior to retesting. Improving their placement scores can save students time and money, and possibly affect their time to degree completion.

Over the past four years, the number of career degrees awarded increased 22 percent to 243 degrees in FY 2017 (Indicator 20a) and the number of transfer degrees awarded decreased 31 percent to 154 degrees (Indicator 20b). The addition of two new concentrations in the computer studies transfer program and proposed addition of a STEM transfer program are anticipated to increase the number of students pursuing transfer degrees. From the fall of 2014 to 2017, there was an increase of almost 10 percentage points in the percent of new full-time service area freshmen starting at four-year institutions. In FY 2017, 158 certificates were awarded, a decrease of 10 percent from the prior year (Indicator 20c). Overall, the number of awards decreased 5 percent over the past four years to 555 awards in FY 2017 (Indicator 20d). This decrease is most likely related to the decrease in credit enrollment. There were more than 1,000 students enrolled in STEM programs over the past four years and more than 230 degrees and certificates awarded in each of the past three years (Indicator 21).



Over the past four years, 97 percent or more of the college's graduates reported satisfaction with their educational goal achievement (Indicator 22). More than 80 percent of FY 2016 transfer program graduates were satisfied with their transfer preparation (Indicator 24). Small cohort sizes of less than 40 graduates might explain some of the variability in this indicator over the past four survey years. Wor-Wic students who transferred to Maryland four-year institutions had an average GPA of 2.69 in AY 2016-17 (Indicator 26b). Almost 80 percent of students who transferred had a first-year GPA of 2.00 or higher (Indicator 26a). Almost two-thirds of students who attended in the spring of 2017 and did not return the following fall reported that they had completely or partly met their educational goal the prior spring (Indicator 23).

The percentage of radiologic technology graduates who passed their licensure examinations on their first try was 100 percent in each of the past four years (Indicator 25c). Nursing first-try pass rates increased from 93.3 percent in FY 2014 to 100 percent in FY 2016 and FY 2017 for licensed practical nursing (LPN) graduates (Indicator 25a). Registered nursing (RN) rates increased above 80 percent in FY 2015 and FY 2016 and then decreased to 77.2% in FY 2017 (Indicator 25b). The college is in its fourth year of a five-year Nurse Support Program II grant from the Maryland Higher Education Commission (MHEC) that has funded 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. Through a Nurse Support Program II planning grant, a pathways coordinator was hired in FY 2018 to develop agreements with other regional colleges and universities in support of an RN to BSN pathway. Work to finalize several MOUs that are currently in development with Maryland four-year institutions, as well as other institutions that have online programs, will continue in FY 2019. An expansion of the spring registered nursing cohort occurred in January 2018 to provide more seats for currently employed LPNs who wish to return and complete their RN degrees.

The percentage of EMT-Basic students who took the licensure exam and passed on their first try fluctuated between 57 and 89 percent over the past four years (Indicator 25d). More than 75 percent of the EMT-Intermediate and EMT-Paramedic students passed on their first try in each year, with all of the EMT-Intermediate students passing in FY 2017 (Indicator 25e and 25f). Professional online study tools and increased tutoring have been provided to improve pass rates.

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

In support of the state plan's strategy 8 to improve workforce readiness, Wor-Wic's practical and registered nursing programs applied for and received pre-accreditation status in February 2018 from the National League for Nursing Commission for Nursing Education Accreditation. The nursing department is beginning a self-study in order to apply for initial accreditation by January 2021. In addition, the college's chemical dependency counseling and occupational therapy assistant degree programs have been designated as statewide programs starting in FY 2019.

In three out of the last four survey years, more than 90 percent of the college's career program graduates indicated that they were satisfied with their preparation for employment (Indicator 29).

Eight-six percent or more reported in each year that they were employed full time in a field related or somewhat related to their program of study (Indicator 28).

For the past three years, Wor-Wic partnered on a grant from the U.S. Department of Labor that supports the Cyber Pathways Across Maryland (CPAM) consortium. Grant funds have been used to upgrade a computer studies laboratory into a security and networking lab and redesign curriculum delivery. A college and career navigator worked with local agencies, such as the One-Stop Job Market, to recruit veterans, un- and under-employed adults, 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. The navigator also conducted presentations in computer classes at each of the service area high schools. The grant program, which will be ending in the fall of 2018, has enrolled more than 200 students.

Related to the state plan strategy 9 to strengthen collaboration in addressing teaching and learning challenges, the college is creating an instructional designer position and new instructional technology lab in the fall of 2018 to assist faculty with the design and implementation of online courses. Faculty training for online courses was identified as a concern as online offerings at the college expand. The college is also participating in an Adaptive Learning in Statistics grant, funded by the Bill and Melinda Gates Foundation. Faculty utilize an adaptive learning platform for instruction in statistics classes in order to improve student learning outcomes. This new instructional method was piloted in the spring of 2018 and will be implemented in all statistics classes in the fall of 2018.

Through a Maryland Open Source Textbook grant, students who took college algebra and trigonometry in FY 2018 used an open educational resource (OER) book and a free platform for lab exercises through the Lumina Foundation. Workbooks were also created in-house and provided free to students. In the past, students were required to purchase software and a book for \$180. The grant continues through FY 2019 with no course material costs for students. Beyond that, there will be a minimal cost (less than \$40) for a homework delivery platform.

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 skill shortages in multiple industries. Employer-paid customized training has been provided on topics such as Microsoft Office, effective communication and leadership. The number of businesses contracting training exceeded 120 in each of the past four years (Indicator 32) and enrollments in contracted courses increased to more than 4,600 in FY 2017 (Indicator 33b).

The college is the lead or a partner on several Maryland Department of Labor, Licensing and Regulation Employment Advancement Right Now (EARN) grants that support workforce development. In FY 2018, almost 30 students enrolled in Unmanned Aircraft Systems (UAS) training courses to prepare students for entry-level jobs in the growing UAS industry. The courses were funded by an EARN grant and offered through a partnership with Sentinel Robotic Solutions, the Lower Shore Workforce Alliance, the Association for Unmanned Vehicle Systems International, UAV Solutions and Quality Staffing Services. Through EARN grant funding and in partnership with Quality Staffing Services and the Lower Shore Workforce Alliance, a new carpentry course was first offered in FY 2018 to prepare qualified students with the basic skills

required to enter the construction industry. Additionally, the college was awarded a third year of EARN grant funding to support 17 certified nursing assistant (CNA) scholarships, as well as \$10,000 for stackable credential training and \$3,000 for mental health first aid training for CNAs. Enrollments in workforce development courses increased over the past three years to more than 7,800 in FY 2017 (Indicator 30b).

### **Response to Questions Raised by the Commission's Review of the College's 2017 Report**

*Successful-persister rate after four years all students in cohort (Indicator 16d)*

*Successful-persister rate after four years of African American/Black students (Indicator 17a).*

*Graduation-transfer rates after four years all students in cohort (Indicator 18d)*

*Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).*

**Commission Assessment:** *In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight tied to these indicators.*

*In its 2017 Performance Accountability Report, the College reported data on trends in successful-persister rates and graduation-transfer rates, both for all students and African American students. The gaps in achievement between these student populations has lessened over time but gaps still exist for the most recent cohort (12.7 percentage points for successful-persister rates and 5.2 percentage points for graduation-transfer rates).*

*The College acknowledges these trends in its 2017 Report, sharing that a number of grant-funded initiatives are in place to support African American students at the College. How are these programs being evaluated for their effectiveness and what longer-term commitments might the College make to ensure that promising programs continue to get funding beyond the grants' terms?*

The five-year TRIO Student Support Services Program grant that began in FY 2016 provides academic and personal support services for at-risk students who are low income, first generation and/or students with disabilities. African-American students have comprised 40 to 45 percent of the cohort each year. The TRIO program is evaluated based on graduation, transfer and persistence rates, as well as academic standing and maintaining a certain level of participation and demographics of the students served (low income and first generation).

African-American veterans made up 30 percent of the first-year cohort for the TRIO Veterans Upward Bound grant. The veterans center provides academic, career and other support services to Lower Eastern Shore veterans who are low income or potential first-generation college students and/or veterans who have a high risk for academic failure. Success of the program is measured by the number of services provided to the veterans.

The college plans to reapply for both of these grant programs and continue offering comprehensive services for these student and veteran populations.

## **COMMUNITY OUTREACH AND IMPACT**

### **Collaboration with Local High Schools**

High school students in Worcester, Wicomico, Somerset and Dorchester 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 Worcester and Somerset county public high schools and in a local private high school. Wor-Wic is working with the Wicomico County Public Schools to pilot an "Early College" program in the fall of 2018. The program is designed for students in the 11<sup>th</sup> and 12<sup>th</sup> grades to enroll in specific coursework at Wor-Wic so they can potentially graduate with an associate degree at the same time as earning their high school diplomas.

### **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 biology, business, computer studies, education and general studies. In addition, articulation agreements for specific programs have been developed with several universities. Chemical dependency counseling graduates can transfer to the social work program at Salisbury University, and forensic science technology 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. 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. Wor-Wic has a 3+1 articulation agreement with Wilmington University to provide a seamless transfer experience for students who complete an associate of science degree in nursing at Wor-Wic. Nursing graduates who complete an additional 16 credit hours at Wor-Wic can transfer to Wilmington University, where they complete 34 additional credit hours to earn a bachelor of science in nursing degree.

### **Program Partnerships with Other Colleges**

Wor-Wic partners with other Maryland community colleges to increase access to continuing education programs that address a shortage of skilled workers in the local area. Clinical skills and rotations for a nursing refresher course are provided by Wor-Wic and the online theory portion is provided by the College of Southern Maryland. Wor-Wic also partners with the College of Southern Maryland to provide water/wastewater technician certification renewal courses for local municipalities. In a partnership with Howard Community College, Wor-Wic offers a suite of online child care courses that enable students to receive just-in-time instruction for pre-qualification and certification.

### **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 identified by 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.

### **Economic Impact Scholarships**

The Wicomico Economic Impact Scholarship (WEIS) covers tuition and fees for eligible recent Wicomico County high school graduates (public, private and home school), as well as adults who recently earned a Maryland high school diploma, whose household income is \$75,000 or less. To remain eligible for the program, students must maintain a 2.0 GPA and register for at least 12 credits per term. The intent of the scholarship, initiated by the county executive and approved by the county council, is to provide a more educated workforce for local businesses and encourage new businesses to come to the area. In FY 2018, the second year of the program, 65 students enrolled, bringing the total number served to 149 students. Seven students in the program graduated in the spring of 2018. The Somerset Economic Impact Scholarship (SEIS) has similar criteria to the Wicomico scholarship, except for no income cap. The Somerset scholarship, a joint effort by the Somerset County Commissioners and the Lower Shore delegation, was supported and funded by Governor Hogan. The first cohort of 30 students started in the fall of 2017, increasing Somerset County's first-time, full-time student enrollment at Wor-Wic by 57 percent over the prior year.

### **Driver Education Training**

Almost 200 students attended the college's driver education course in FY 2018 and more than half received tuition assistance. 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 qualify for aid pay at least \$50. Those who don't qualify for aid pay the market rate charged by other local providers. Almost 30 of the FY 2018 students were 20 years old or older. Since the training began in FY 2015, more than 500 students have taken the course and 60 percent have received tuition assistance.

### **Welding Training**

Through a Maryland Energy Administration grant to Arcon Welding and a Maryland Department of Labor, Licensing and Regulation EARN grant to Wor-Wic, the college developed a program to meet the current needs of welding industry employers, as well as the future need for offshore wind workers. Costs to create a welding training center and tuition-free training were funded by the grants. Students who complete the program earn certifications in welding designed to enhance their employment skills.

### **Casino Table Games Training**

Through a Maryland Department of Labor, Licensing and Regulation EARN grant, Wor-Wic received \$48,883 to deliver table games training in partnership with the Ocean Downs Casino. The grant provides for the training of 320 new and incumbent workers and coincides with a recent expansion at the casino.

### **Adult Basic Education Program**

With a grant from the Maryland Department of Labor, Licensing and Regulation, Wor-Wic provided adult education services to more than 500 Wicomico County residents in FY 2018. Classes, offered at various locations throughout the county, help residents obtain a high school diploma or learn English if they are speakers of other languages. Incarcerated individuals at the Wicomico County Detention Center also benefit from these classes. Students are introduced to the postsecondary educational opportunities available at Wor-Wic through campus visits and information sessions. Additionally, the college and detention center are official GED testing centers.

### **Training for Incarcerated Youth and Adults**

In FY 2018, the college provided training to Wicomico County incarcerated youth and detention center inmates for the National Restaurant Association ServSafe food handler and manager certifications. The certifications are stackable credentials intended to assist the youth and inmates in locating employment upon their release. For the second year, Wor-Wic participated in the Department of Education's Second Chance Pell Experimental Initiative that provides access to federal financial aid for incarcerated students. Wor-Wic is one of 67 colleges and universities chosen to participate. The initiative is designed to provide education that will help incarcerated individuals secure jobs when they are released. In FY 2018, business management and hotel-motel-restaurant management program courses were taught to almost 40 qualified inmates at the Eastern Correctional Institution who are likely to be released within five years.

### **Transitional Youth Initiatives**

Through the Tri-County Transition program, the college provided life and employment readiness skills training in FY 2018 for students 18 to 21 years old with significant cognitive disabilities. Training areas included financial literacy, computers and culinary coursework leading to the national ServSafe certification. New courses taught in FY 2018 included child care, building maintenance and landscaping. The program is a partnership of the Wicomico, Worcester and Somerset public schools and Wor-Wic, with support from the MSDE Division of Rehabilitation Services, and is designed to prepare the students for postsecondary education and employment.

### **Gifted and Talented Program**

In the summer of 2018, the college's summer scholars gifted and talented program enrolled almost 350 public, private and home-schooled students with almost 800 course enrollments. Students entering third through ninth grades attended a variety of enrichment courses that focused on art, history, self expression, career exploration, culinary arts, science, technology, engineering, mathematics and problem solving. The college received a \$5,250 grant from the Community Foundation of the Eastern Shore that allowed 23 service area students who were eligible for free and reduced meals to attend classes in the summer of 2018.

## WOR-WIC COMMUNITY COLLEGE 2018 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.

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	70.7%	72.5%	73.1%	74.3%
B. Credit students with developmental education needs	79.9%	78.1%	79.2%	72.0%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	42.7%	34.7%	34.8%	34.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	59	462	408	790
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients				
a. Credit students receiving Pell grants	48.7%	46.6%	43.9%	43.3%
b. Credit students receiving loans, scholarships and/or need-based financial aid	60.8%	60.2%	57.8%	55.1%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older				
a. Credit students	38.5%	39.6%	37.5%	38.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	77.9%	76.2%	75.3%	75.3%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	55.5%	54.5%	55.3%	57.6%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	3.7%	3.8%	4.4%	5.0%
b. Black/African-American only	21.3%	22.2%	24.4%	25.4%
c. American Indian or Alaskan native only	0.3%	0.3%	0.3%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.2%
e. Asian only	1.8%	1.7%	2.0%	1.9%
f. White only	66.4%	65.3%	62.8%	61.2%
g. Multiple races	3.8%	4.2%	4.1%	3.7%
h. Foreign/Non-resident alien	0.4%	0.3%	0.5%	0.7%
i. Unknown/Unreported	2.3%	2.1%	1.4%	1.7%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$17,552	\$14,569	\$17,914	\$16,677
b. Median income three years after graduation	\$39,800	\$44,597	\$39,450	\$44,478

### Goal 1: Access

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	10,300	10,173	10,067	10,183	11,000
b. Credit students	4,508	4,406	4,277	4,109	5,100
c. Continuing education students	6,120	6,112	6,156	6,433	6,250
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	46.8%	41.6%	44.2%	38.1%	56.0%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	79.9%	77.4%	80.3%	81.2%	80.0%
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates	55.5%	53.2%	50.4%	59.3%	67.0%
Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.					

**WOR-WIC COMMUNITY COLLEGE  
2018 ACCOUNTABILITY REPORT**

5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		211	231	311	325	300
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	2,588	2,780	2,729	2,927	3,200
	b. Continuing education	284	263	221	224	275
7	Tuition and fees as a percent of tuition and fees 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.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		39.4%	40.7%	40.8%	40.5%	40.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	713	640	854	780	675
	b. Annual course enrollments	1,096	1,045	1,476	1,373	1,100
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	455	1,089	1,193	1,188	1,100
	b. Annual course enrollments	814	1,903	2,140	2,227	2,000
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	31.7%	33.0%	35.9%	37.3%	33.0%
	b. Percent nonwhite continuing education enrollment	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
		32.1%	37.9%	35.6%	37.9%	33.0%
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		29.7%	30.1%	30.4%	30.7%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		9.9%	10.1%	8.5%	10.1%	12.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		10.4%	12.1%	14.5%	18.3%	14.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	42.0%	47.4%	51.5%	47.4%	53.0%
	b. College-ready students	55.7%	62.9%	54.0%	48.2%	62.0%
	Note: Students in the fall fusion/bridges programs with Salisbury University have been excluded.					
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	40.1%	43.8%	50.6%	45.8%	48.0%
	b. Non-recipients	51.5%	60.3%	53.9%	50.5%	Not Applicable
	Note: Students in the fall fusion/bridges programs with Salisbury University have been excluded.					







**WOR-WIC COMMUNITY COLLEGE  
2018 ACCOUNTABILITY REPORT**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,663	2,007	1,883	2,388	<b>2,250</b>
b. Annual course enrollments	4,487	3,299	3,534	4,651	<b>3,700</b>
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
34 Employer satisfaction with contract training	100.0%	95.9%	100.0%	100.0%	<b>98.0%</b>

**PUBLIC FOUR-YEAR  
INSTITUTIONS**































































































































































































































































































































# Morgan State University

**Goal 2. Enhancing Morgan’s Status as a Doctoral Research University: Morgan will enhance its status as a doctoral research university.**

- Obj. 2.1** Increase research grants and contract awards to \$38 million by 2023.
- Obj. 2.2** Increase scholarly publications and activities to 3.5 per full-time tenured/tenure track faculty by 2023.
- Obj. 2.3** Increase the number of doctorate degrees awarded to 55 by 2023.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Number of faculty engaged as Principal Investigators in funded research or contracts	85	77	70	70	70	75	80
Value of grants and contracts (millions)	\$29	\$26	\$30	\$30	\$34	\$34	\$35
Number of scholarly publications and activities per full-time tenured/tenure track faculty	2.8	3.3	3.3	3.1	3.1	3.2	3.3
Total doctoral degree recipients	52	58	48	54	53	55	57
Doctoral degree recipients in STEM	11	7	7	7	9	9	10
Doctoral degree recipients in non-STEM	41	51	41	47	44	46	47

**Goal 3. Improving and Sustaining Morgan’s Infrastructure and Operational Processes: Morgan will enhance its infrastructure and processes.**

- Obj. 3.1** Reduce campus electricity usage by 7 percent by 2023 through effective conservation measures, persistent curtailment, and enhanced efficiency services for the expanding number of facilities on its campus.
- Obj. 3.2** Reduce campus natural gas usage by 7 percent by 2023.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Reduced electricity usage	3.0%	3.0%	3.0%	2.0%	2.0%	2.0%	2.0%
Reduced natural gas usage	4.0%	5.0%	4.0%	2.0%	-6.0%	0.0%	2.0%

**Goal 4. Growing Morgan’s Resources: Morgan will expand its human capital as well as its financial resources.**

- Obj. 4.1** Increase cumulative private and philanthropic donations to \$40 million by 2023.
- Obj. 4.2** Maintain the alumni giving rate at 17 percent through 2023.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Cumulative private and philanthropic donations (millions)	\$22.8	\$28.0	\$34.0	\$40.0	\$51.0	\$56.0	\$62.0
<sup>1</sup> Calendar year alumni giving rate	17.0%	17.0%	17.0%	17.0%	17.0%	17.0%	17.0%

# Morgan State University

**Goal 5. Engaging with the Community: Morgan will engage with community residents and officials in the use of knowledge derived from faculty and student research.**

**Obj. 5.1** Increase partnerships with Baltimore City public schools, government agencies, businesses and industries, and non-profit and community organizations to 375 by 2023.

**Obj. 5.2** Increase the number of students participating in University-sponsored community service to 630 by 2023.

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Number of partnerships with Baltimore City public schools	130	132	155	160	165	170	175
Number of partnerships with other State public schools	9	11	21	25	30	35	40
Number of partnerships with government agencies, businesses and industries, and non-profit and community organizations	340	342	373	375	377	380	382
Number of students participating in University-sponsored community service	500	520	646	650	2000	2200	2250

## NOTES

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<sup>1</sup> Data for 2017 is estimated because it is reported on a calendar year basis.

# ST. MARY'S COLLEGE OF MARYLAND

## 1. MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

## 2. INSTITUTIONAL ASSESSMENT

### A. FY18 Highlights

Significant changes and events occurring at St. Mary's College of Maryland (SMCM) during FY18 included the following.

- Based on enrollment to date, the entering class for Fall 2018 is nearly 15% larger than that of Fall 2016 or Fall 2017, confirming the success of the new leadership in Enrollment Management, improved marketing and enhanced recruiting, which signals a potential stabilization of enrollment that continued to decline over the past two years.
- A new minor was implemented in Applied Mathematics in 2017-18, and new programs were approved in Business (minor), Astrophysics (minor), and Women, Gender, and Sexuality Studies (major) to begin in 2018-19.
- SMCM completed the second year of implementation of the 2016-19 strategic plan, *A Time for Rebirth*.
- SMCM was invited to join the American Talent Initiative, a consortium of colleges which are committed to the collective goal of enrolling 50,000 additional talented, low- and moderate-income students at top colleges and universities by 2025.
- President Tuajuanda Jordan established the First-Generation Student Initiative, a program enabling students who are the first in their families to attend college (like President Jordan) to be part of an on-campus support network including other first-generation students and faculty.
- SMCM was named to several college ranking lists, including: Top Public Liberal Arts Colleges (U.S. News & World Report), Colleges of Distinction, Best 380 Colleges (Princeton Review), Top 50 Green Colleges (Princeton Review), Best Colleges for Your Money (Money Magazine), Best Value Colleges (Kiplinger's), Fiske Guide to Colleges, Top Colleges Doing the Most for the American Dream, and Top 25 Hidden Gems for Women in STEM.

## **B. Analysis of Goals and Objectives**

### **Goal 1: Ensure a high quality and rigorous academic program.**

Objective 1.1: SMCM students continue to complete one-on-one learning experiences with faculty at high rates. The 2016-19 Strategic Plan includes a number of objectives related to expanding opportunities for high-impact practices, as we continue to strive toward the target of 80% of the graduating class participating in a one-on-one learning experience. Relatedly, for the second year in a row, we expect to meet the Strategic Plan target of 100% of graduates completing at least two high-impact practices (research with faculty, first-year seminars, capstone experiences, international experiences, internships, etc.)

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For four of the past five years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees, and full-time faculty teach the great majority of undergraduate credit hours as indicated by meeting or exceeding the target for the past four years. Finally, the undergraduate student-faculty ratio has remained at 10:1 for the past five years, well below (better than) the target of 12:1. This combination of a consistently low student-faculty ratio with a faculty of qualified full-time professors is essential to the success of achieving and maintaining a high quality academic program.

*Peer Benchmarks:* SMCM has by far the lowest student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, with the next lowest being Coppin State at 13:1 and the average being 15:1. The SMCM student-faculty ratio (along with New College of Florida) is also the lowest among COPLAC institutions, which average 16:1; and is on par with peer and aspirant peer institutions, which range from 9:1 to 14:1 (with an average of 11:1) and include many private colleges. (*Source: IPEDS Data Center*)

### **Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff.**

Objective 2.1: In FY18, SMCM was able to recruit a first-year class that exceeded the target for the percentage of minority students for the fifth year in a row, and met the target for those receiving Pell grants for the third time in the last five years. Notably, SMCM continues to attract a significant portion of its entering class from first generation college students, with the FY18 class consisting of 25% first generation, well above the target of 20%. High school academic performance of the entering class remains strong, with an increase in GPA projected for FY19. After several years of declining SAT scores among incoming SMCM students, the scoring of the test changed, preventing direct comparisons with previous years; however, SAT scores using the new scoring method are projected to increase for the FY19 entering class. Finally, SMCM continues to face challenges in recruiting and enrolling students from outside of Maryland, and this is a critical aspect of the overall Strategic Plan.

*Peer Benchmarks:* While the metric for SAT scores uses the median SAT score, the available benchmark data uses the mean (average). Based on these data, the average SAT

score of SMCM entering students (1169) continues to exceed that of most other Maryland four-year institutions (FY18 average = 1086), and our students rank well against high school seniors both in Maryland (FY18 average = 1060) and nationwide (FY18 average = 1060). (*Source: MHEC 2018 Data Book*)

#### Objective 2.2:

*Four-Year Graduation Rates.* Four-year graduation rates for FY18 (Fall 2014 cohort graduating by Summer 2018) increased for all minorities (59%) and Hispanic students (68%). However, overall four-year graduation rates (63%) were once again lower than previous years, as were four-year rates among African American students (46%), first generation students (59%), and Pell recipients (55%). Based upon current projections, overall four-year rates are predicted to recover to FY17 levels (68%) over the next two years (Fall 2015 and Fall 2016 cohorts). While African American four-year rates are projected to recover strongly to exceed targets, rates for Hispanic students, first-generation students, and Pell recipients are projected to remain below targets, in the absence of additional intervention.

Recent analysis (called a *pathway analysis*) of historical student characteristics that predict retention and persistence have revealed several potential avenues for action, particularly among students from underrepresented groups. For example, students who attempt less than 16 credits in their first or second semester (representing timely progress toward the 128 credits required for graduation) are substantially (15-30 percentage points) less likely to graduate in four years, and this effect is amplified for minority students (22-37 percentage points, e.g., 67% vs 31% four-year rate for minority students who do vs do not attempt 16 credits in the second semester). We are in the initial stages of preparing materials to equip faculty advisors and academic support staff with this information so that they can have informed conversations with their students about the importance of registering for (and completing) a full load of 16 credits per semester whenever possible.

The pathway analysis also offers some potential insight into the lower four-year graduation rates reported and projected here. For example, 16% of students in the Fall 2014-2016 cohorts (average actual and projected four-year rate of 64%) attempted fewer than 16 credits in their first semester, compared to 12% of students in Fall 2010-13 cohorts with an average four-year rate of 70%. This tendency toward lower credit enrollment in later cohorts was observed among all examined subgroups where four-year graduation rates have declined and/or are predicted to decline, including minority students, African American students, first-generation students, and Pell recipients. The effect is especially striking for Hispanic students, where the proportion of students failing to attempt 16 credits doubled from 15% among Fall 2010-13 cohorts to 33% among Fall 2015-16 cohorts – and accordingly, the FY19 and FY20 four-year graduation rates are projected to decline markedly for these cohorts. These data underscore the importance and the likely positive impact of our upcoming advising initiative to strongly encourage students to register for 16 credits every semester.

Furthermore, a separate analysis indicated that far fewer students of color, particularly African American students, enter SMCM with advanced placement credits, placing them at a disadvantage in achieving four-year graduation. In light of both of these analyses, SMCM is investigating expanding course offerings outside the traditional fall and spring semester schedule

(e.g., expanded summer offerings, a winter term, online course offerings) to provide opportunities for students to make up missing credits and graduate in a timely fashion.

*Peer Benchmarks:* Based on the most recent comparison data available (FY14), SMCM's overall four-year graduation rate (65% for the 2010 cohort) exceeded those of other public liberal arts colleges (COPLAC schools, average = 39%) and other Maryland public four-year institutions (average = 27%), as well as peer institutions (average = 62%), many of which are private. The average four-year graduation rate at private aspirant institutions was 87% in FY16, representing a benchmark well above our target. Four-year graduation rates for African American students, Hispanic students, and all minority students combined were 14-44 percentage points higher at SMCM than at other COPLAC or Maryland public institutions. Compared to peer institutions, four-year rates for Hispanic students were 11 percentage points higher at SMCM, while four-year rates for all minority student and for African American students lagged behind by 4 and 15 percentage points, respectively, and four-year rates for these groups ranged from 12-36 percentage points lower than at aspirant institutions. These comparisons with peers and aspirants, which are our primary programmatic and curricular competitors, underscore the need for SMCM to direct additional attention and resources toward underrepresented students. (*Source: IPEDS Data Center*)

The pathway analysis referenced above also informs our strategy for improving the four-year graduation rates for students receiving Pell grants. Historical evidence shows that for Pell recipients, those who earn 32 credits in their first year have a four-year graduation rate 41 percentage points higher than those who do not.

*Six-Year Graduation Rates.* The most recent overall six-year graduation rate (Fall 2012 cohort graduating by Summer 2018) is 80%, a four-year high that meets the target for this critical metric. Notably, six-year graduation rates for Hispanic students (81%), first generation students (85%), and Pell grant recipients (84%) remain strong and well above individual targets. However, the rate for African American students (56%) was once again low this year, below the target and well below the overall six-year rate for all students. Most six-year graduation rates are projected to remain high over the next two cohorts, with the notable exceptions of projected declines among African American students and first-generation students.

SMCM has historically reported strong six-year graduation rates, particularly among many underrepresented student groups, which is a marker of our students' success and ability to persist. However, the financial implications of taking five or six rather than four years to complete the baccalaureate are substantial, and could be especially challenging for underrepresented students, first-generation students, and Pell recipients. As discussed above, recently begun retention initiatives will focus on academic advising and encouraging students to attempt 16 or more credits each semester to stay on track toward four-year graduation.

*Peer Benchmarks:* The most recent comparison data available (FY16) show that SMCM's overall six-year graduation rate in that year (81%, for the 2010 cohort) far exceeded that of other COPLAC institutions (average = 55%), other Maryland public four-year institutions (average = 47%), and peer institutions (average = 75%). The average reported six-year

graduation rate at private aspirant institutions was 91% in FY16. SMCM's six-year rates for all minority students (68%) and for African American students (56%) were 12-23 percentage points above comparable rates from other COPLAC and Maryland public institutions, but were behind those of peer and aspirant peer institutions by 3-28 percentage points. Notably, the six-year graduation rate for Hispanic students at SMCM (82%) was 16-41 percentage points above that from other COPLAC institutions, Maryland public institutions, and peer institutions, and was only 4 percentage points behind the rate from aspirant peer institutions. Finally, SMCM's six-year graduation rate for Pell recipients in FY16 (69%) was well above that of other COPLAC institutions (average = 49%) and Maryland public institutions (average = 44%), and was close to the average rate at peer institutions (72%). The average six-year graduation rate for Pell recipients at aspirant institutions was 91%, equal to their overall six-year graduation rate. (*Source: IPEDS Data Center*)

Objective 2.3: While the specific target for the first- to second-year retention rate was not met in FY18, the rate has remained high and relatively stable for the past eight years. SMCM has implemented a comprehensive early-alert system (the Beacon Student Success module within CampusLabs) in an effort to reach our retention target moving forward. As discussed above, pathway analysis shows that successful completion of key milestones, like taking 16 credits in the first semester, is correlated with significant improvement in first-to-second year retention. The advising initiative described earlier is anticipated to lead to increased four-year graduation rates but also first-to-second year retention rates for all students, especially for minority students.

*Peer Benchmarks:* Based on the most recent data available (FY16), SMCM's first-to-second year retention rate (87%) was well above those of other public liberal arts colleges (COPLAC schools, average = 75%) and Maryland public four-year institutions (average = 74%), and also exceeded that of peer institutions (average = 85%), many of which are private. Retention rates at private aspirant institutions averaged 94% in FY16, which is well above SMCM's target but is a useful aspirational benchmark as we strive to remain competitive with those institutions. (*Source: IPEDS Data Center*)

Objective 2.4: SMCM continues to work toward its goal to maintain a diverse faculty and staff. Gender equity was achieved for both faculty and staff in FY18. The targets for diversity of race/ethnicity targets for both faculty and staff were not quite met, but were both increased from FY17 numbers. Notably, in Fall 2017, 43% (6 of 14) of newly hired tenure-track faculty members were members of minority groups, an impressive increase from the three previous years when the percentage ranged from 0-8%. Several strategies continued to be implemented in FY18 to work toward increasing faculty and staff diversity, which is also a prominent aspect of the Strategic Plan. For example, SMCM expanded its external recruitment venues to attract more applications from women and underrepresented professionals; faculty search committees were provided with a variety of materials and strategies regarding recruiting a diverse pool; and the Office of Human Resources streamlined and updated hiring processes and the Affirmative Action Plan.

Objective 2.5: SMCM has met or exceeded the target of an entering class that contains 20%



transfer students for the past five years, and levels are expected to maintain at 20% or higher over the next two years.

Objective 2.6: The three-year graduation rate for transfer students (56%, Fall 2015 entering students graduating by Summer 2018) declined this year, falling below the target, but is projected to rebound strongly in FY19 and FY20. The four-year transfer graduation rate (71%, Fall 2014 entering students graduating by Summer 2018) exceeded the target this year, and this rate is also expected to continue climbing over the next two years. We will continue to explore strategies to support transfer students and ensure their timely graduation. For example, all departments are in the process of preparing detailed, major-specific articulation agreements with Maryland two-year institutions, which will facilitate transfer students' timely progress toward the baccalaureate degree.

*Peer Benchmarks:* The IPEDS database only tracks six-year and eight-year graduation rates for transfer students; therefore, benchmark information for four-year rates is only available from those schools which voluntarily provide data to the Student Achievement Measure (SAM) initiative. Based on the most recent data available from SAM (mixture of 2010 and 2011 cohorts), SMCM's four-year graduation rate for transfer cohorts (67%) was well above those of other Maryland public four-year institutions (average = 55%). SMCM also compares favorably to COPLAC institutions that participate in SAM (16 of 24) which report an average four-year transfer graduation rate of 57%. No aspirant institutions and only 2 of 12 peer institutions (both also COPLAC institutions) participate in SAM. (Source: [studentachievementmeasure.org](http://studentachievementmeasure.org))

### **Goal 3: Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.**

Objective 3.1: This objective has consistently been met or exceeded as SMCM has focused on meeting the financial needs of entering first-time students.

Objective 3.2: The six-year graduation rate among students receiving need-based aid (Pell grant or Stafford loan) were strong (81%) and above both the target and the overall student population six-year rate. However, the four-year graduation rate (61%) was low, similar to four-year rates among most other Fall 2014 cohort groups as discussed above for Objective 2.2, and are similarly projected to remain low. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. Similarly, retention to the second year (80%) was below the target and lower than the rate for the overall population, although this rate is projected to rebound over the next two years.

*Peer Benchmarks:* Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid in FY16 (72%, most recent comparison data available) was well above that of other COPLAC institutions (52%) and Maryland public institutions (45%), and was nearly equivalent to the rate at peer institutions (73%). The six-year graduation rate for recipients of need-based aid at aspirant

institutions was 91%, equal to their overall six-year graduation rate. (*Source: IPEDS Data Center*)

**Goal 4: Increase student contributions to the Maryland community and to the state and national workforce.**

Objectives 4.1, 4.2, 4.3, and 4.4: SMCM prides itself in preparing students for life after college. Recently, we have focused on promoting community service (4.1) and internships (4.2) and these efforts appear to be succeeding. Community service participation has exceeded targets for the past three years. While the percentage of students reporting internships declined slightly this year, it remains strong and recent expansion of Career Development Center staff and programming are expected to support continued increases in student participation in internships. SMCM students continue to be employed at high rates five years after graduation (4.3), and the proportion of students continuing their education at the graduate level within five years (4.4) also continues to increase. Both of these measures have exceeded their targets for the past three years.

*Peer Benchmarks:* Similar, but not identical, benchmarks are available for community service and internships. The most recent available volunteer/community service rates for college students nationwide are from 2015. In that year, the Corporation for National and Community Service reported that the national volunteer rate for college students was 25.7%, and the rate for Maryland college students was 36.4%. The rate for SMCM seniors in 2015 was 62%. Although the methodologies underlying the calculation of volunteer rates likely differ in multiple ways (e.g., all college students versus graduating seniors), this benchmark suggests that SMCM students' volunteer rates are likely to be comparable to peers both nationally and in Maryland. With regard to internships, the National Association of Colleges and Employers (NACE) reported that among over 4,000 sampled graduates of the Class of 2017 from over 350 campuses, 58.6% had participated in an internship. Although this figure is a fair amount higher than the reported percentage of 45% among SMCM graduating seniors in 2017, it is important to note that NACE also reported that students most likely to have an internship most often majored in engineering, finance, marketing, parks and recreation, political science, and public administration. SMCM offers only one of those top six majors. (*Sources: Corporation for National and Community Service, [www.nationalservice.gov/vcla](http://www.nationalservice.gov/vcla); NACE Class of 2017 Student Survey Report*)

### C. Response to Commission Assessment

*In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.*

*In its 2017 Performance Accountability Report, the College reported that its four-year graduation rate for African American students (48.7%) was lower than that of the total student population (67.4%). And similarly, the College also reported that its six-year graduation rate for African American students (55.8%) lagged behind the rate for the total student population (77.8%). The gap in both the four- and six-year graduation rates has widened over time.*

*Describe the factors the College has identified that affect these trends. What strategies are in place to reverse growing gaps and achieve the College's aggressive benchmarks?*

As mentioned as part of the discussion of Objective 2.2 above, an analysis of historical factors contributing to retention and persistence was recently undertaken by the SMC M Retention Committee. The approach was to identify characteristics (“milestones”) that, if met, were linked to higher retention and graduation rates over the past several years. These characteristics were also investigated for their potential differential impact on students from underrepresented groups including students of color, first-generation students, and Pell grant recipients.

Several milestones were identified that both strongly impacted student retention and persistence, and also appeared to be actionable in terms of influencing student behavior. For African American students, the three most impactful factors appear to be the following. All numbers are derived from at least 2 years of data.

Milestone/ Characteristic	Percent of AA Students	Four-Year Grad Rate	Six-Year Grad Rate
Earned 32+ credits in first year	41%	68%	63%
Earned <32 credits in first year	59%	34%	52%
Declared a major by the sophomore year	70%	70%	85%
No major declared by sophomore year	30%	42%	56%
Enrolled in STEM Emerging Scholars Program	27%	68%	81%
Not enrolled in STEM Emerging Scholars Program	73%	43%	48%

1. Not surprisingly, earning 32 credits in the first year (timely progress toward a four-year degree) is strongly associated with higher four-year graduation rates, and less strongly with higher six-year graduation rates. A majority of African American students over the past several years have not reached this milestone. We plan to implement advising strategies aimed at encouraging all students, and particularly African American students, to enroll in 32 credits in the first year (16 credits per semester) whenever possible. We will continue to offer academic workshops and additional intrusive advising to provide further support. To this end, we recently

created a new Student Support Specialist position in the Office of Student Support Services to create and coordinate additional academic support programming.

On a positive note, four-year graduation rates are projected to increase for African American students to 57% in FY19 and 56% in FY20, for students in the Fall 2015 and 2016 cohorts respectively, based on current earned credits and progress toward the degree. Both of these rates would surpass our target for African American students, and would narrow the gap relative to the all-student population to within 10 percentage points. Interestingly, there appears to be a concurrent trend for more students in the later cohorts to complete 32 credits in the first year. Among African American students in the Fall 2010-13 cohorts, 62% did not complete 32 credits in the first year. This proportion is slowly declining, with 60% in Fall 2014, 57% in Fall 2015, and 44% in the Fall 2016 cohort failing to complete 32 credits. These historical data provide further support for our intention to focus on advising African American students to attempt and complete a full 16-credit load each semester.

2. Having declared a major by the fourth semester (end of the sophomore year) is associated with a nearly 30% gain in four-year and six-year graduation rates among African American students. Again, this suggests an opportunity for a wide range of advising-based interventions. It is unclear whether undeclared students have not chosen a major because they are indecisive, or are uninformed about their options. Proactively offering extensive and varied information about the different major programs at SMCM could be helpful in encouraging students to explore alternative majors that they may not have previously considered, and may increase persistence by strengthening their commitment to the college and to an academic “home”.

3. Among African American students taking gateway science or math courses their first year, those enrolled in an accompanying Emerging Scholars Program (ESP) course have persisted at substantially increased rates. Although enrollment in ESP courses is limited by resources and pedagogy (small class sizes), these data suggest it would be productive to explore ways to expand ESP offerings to additional students if possible.

# St. Mary's College of Maryland

## MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

## VISION

St. Mary's College of Maryland will increasingly serve as the liberal arts college of choice for intellectually ambitious students, faculty, and staff from diverse backgrounds, attracted by a rigorous, innovative, and distinctive curriculum that integrates theory and practice; a talented, professionally engaged, and student-centered faculty and staff; and a strong infrastructure. Students will be part of a collaborative learning community that embraces intellectual curiosity and innovation, the power of diversity, and the College's unique environment. Our graduates will thrive as responsible and thoughtful global citizens and leaders.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. Ensure a high quality and rigorous academic program.

- Obj. 1.1** At least 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.
- Obj. 1.2** Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.
- Obj. 1.3** Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of the graduating class successfully completing a one-on-one learning experience	79%	74%	77%	75%	78%	78%	78%
Percent of all full-time faculty who have terminal degrees	100%	100%	97%	98%	99%	99%	99%
Percent of undergraduate credit hours taught by full-time faculty	87%	88%	89%	91%	89%	89%	89%
Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1	10:1	10:1	10:1

# St. Mary's College of Maryland

**Goal 2. Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.**

**Obj. 2.1** Recruit a qualified and diverse entering class with the following attributes: Median verbal and math combined SAT score of at least 1150, average high school grade point average (GPA) of at least 3.40 (4 point scale), minority enrollment of at least 25 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.

**Obj. 2.2** Achieve and maintain 4-year graduation rates for all students (70 percent), all minorities (59 percent), African-American students (51 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (58 percent). Maintain 6-year graduation rates for all students (80 percent), all minorities (74 percent), African-American students (71 percent), Hispanic students (80 percent), all first generation students (78 percent) and all Pell Grants disbursed during their first semester (68 percent).

<b>Performance Measures</b>	<b>2014 Act.</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Est.</b>	<b>2020 Est.</b>
Median (verbal and mathematics combined) SAT scores of first year entering class	1,190	1,165	1,150	1,130	1,180	1,190	1,190
Average high school GPA	N/A	3.39	3.36	3.34	3.33	3.38	3.40
Percent of entering first year class who are minorities	27%	33%	28%	31%	27%	24%	27%
Percent of entering first year class who originate from outside of Maryland	10%	6%	7%	7%	9%	8%	10%
Percent of entering first year class from first generation households	19%	19%	19%	18%	25%	20%	20%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	23%	18%	21%	19%	20%	19%	20%
Four-year graduation rate for all students	65%	70%	72%	68%	63%	68%	68%
Four-year graduation rate for all minorities	57%	55%	63%	52%	59%	60%	57%
Four-year graduation rate for African-American students	41%	48%	48%	49%	46%	60%	63%
Four-year graduation rate for Hispanic students	68%	75%	67%	52%	68%	55%	47%
Four-year graduation rate for all first generation students	58%	68%	79%	60%	59%	64%	51%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	56%	66%	76%	57%	55%	67%	58%
Six-year graduation rate for all students	81%	79%	73%	78%	80%	77%	72%
Six-year graduation rate for all minorities	80%	85%	68%	67%	72%	67%	68%
Six-year graduation rate for African-American students	74%	87%	56%	55%	56%	69%	49%
Six-year graduation rate for Hispanic students	79%	86%	82%	81%	81%	68%	76%
Six-year graduation rate for all first generation students	84%	77%	69%	74%	85%	69%	65%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	78%	65%	69%	68%	84%	70%	67%

# St. Mary's College of Maryland

**Obj. 2.3** The first to second-year retention rate will be 90 percent.

**Obj. 2.4** The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goal for full-time faculty and staff will be: all minorities (20 percent and 28 percent), and women (50 percent and 50 percent).

**Obj. 2.5** Ensure access for transfer students, particularly those from 2-year institutions. Achieve and maintain transfer students at 20 percent of the entering class each fall.

**Obj. 2.6** Achieve and maintain degree completion rates for transfer students at 60 percent for three-year graduation rates, and at 70 percent for four-year graduation rates.

First to second-year retention rate	90%	86%	86%	87%	87%	85%	86%
Percent minority of all full-time tenured or tenure-track faculty	17%	17%	18%	16%	17%	18%	19%
Percent women of all full-time tenured or tenure-track faculty	49%	47%	47%	46%	51%	51%	51%
Percent minority of all full-time (non-faculty) staff	24%	23%	24%	24%	27%	28%	29%
Percent women of all full-time (non-faculty) staff	56%	57%	54%	55%	52%	52%	52%
Percentage of entering fall class who are transfer students	20%	21%	22%	25%	20%	22%	22%
3-year graduation rate for all transfer students	60%	61%	53%	62%	56%	67%	76%
4-year graduation rate for all transfer students	73%	67%	74%	62%	71%	74%	75%

**Goal 3. Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.**

**Obj. 3.1** 72 percent of entering first-year student need is met by awarding any need-based aid.

**Obj. 3.2** Support persistence to graduation of students receiving need-based aid at entry. Achieve and maintain first-to-second year retention rates at 90 percent, four-year graduation rates at 70 percent, and six-year graduation rates at 80 percent for students receiving need-based aid in the first semester.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	75%	71%	72%	72%	75%	75%	75%
First-to-second year retention rate for students receiving need-based aid in the first semester	91%	86%	86%	84%	80%	84%	86%
Four-year graduation rate for students receiving need-based aid in the first semester	64%	71%	75%	66%	61%	63%	59%
Six-year graduation rate for students receiving need-based aid in the first semester	84%	76%	72%	75%	81%	78%	71%

# St. Mary's College of Maryland

**Goal 4. Increase student contributions to the Maryland community and to the state and national workforce.**

**Obj. 4.1** 65 percent of graduating seniors will have performed community service while at SMCM.

**Obj. 4.2** 45 percent of graduating seniors will have participated in a paid or unpaid internship.

**Obj. 4.3** The rate of employment among five-year out alumni will be 95 percent.

**Obj. 4.4** At least 50 percent of the five-year-out alumni of SMCM will pursue an advanced degree.

Performance Measures	2014 Act.	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Est.	2020 Est.
Percent of graduating seniors who will have performed community service while at SMCM	62%	62%	70%	79%	71%	71%	71%
Percent of graduating seniors who fulfilled a paid or unpaid internship	47%	40%	43%	45%	41%	45%	45%
<sup>1</sup> Employment rate of five-year-out alumni	92%	91%	98%	97%	98%	98%	98%
Percent of alumni pursuing or obtained an advanced degree five years after graduation	44%	48%	63%	60%	64%	64%	64%

**NOTES**

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<sup>1</sup> Due to issues encountered with the Alumni survey administration, numbers for 2014 and 2015 include extrapolated data based on previous years' reports.



**LIST OF  
INDICATORS AND  
DEFINITIONS**

2018 PAR INDICATOR DEFINITIONS

MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES			
No.	Indicator	Source	Operational Definition
<b>STUDENT CHARACTERISTICS</b>			
A.	Credit students enrolled part time	Campus data	Percentage of fall credit students enrolled for fewer than 12 credits.
B.	Credit 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.	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. Credit students receiving Pell grants b. 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 and numerator of (b) is unduplicated count of students receiving any type of financial aid during the fiscal year.
F.	Students 25 years old or older a. Credit students b. Continuing education students	CC-6, Campus data	Percentage of (a) fall credit students and (b) fiscal year continuing education students 25 years old or older.
G.	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.

2018 PAR INDICATOR DEFINITIONS

<b>MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES</b>			
<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
H.	Credit 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.
I.	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.
<b>Goal 1: ACCESS</b>			
1.	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).

2018 PAR INDICATOR DEFINITIONS

<b>MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES</b>			
<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
2.	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 at any Maryland college or university who are attending the community college.
3.	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.
4.	Market share of recent, college-bound public high school graduates	Enrollment Information System, provided by MHEC	Percentage of recent service area public high school graduates enrolled at any Maryland college or university the following fall who are attending the community college.
5.	High school student enrollment	Enrollment Information System	The number of credit students attending in the fall who are also enrolled in high school.
6.	Annual enrollment in online courses a. Credit b. Continuing education	Campus data	Total fiscal year enrollment in credit and continuing education online courses (50 percent or more of the course content is delivered online).
7.	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	MACC Databook, average for MD four-year institutions provided by MHEC	Ratio of tuition and fees for a full-time, service area student to the average tuition and fees for a full-time resident undergraduate at a Maryland public four-year institution. Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

2018 PAR INDICATOR DEFINITIONS

MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES			
No.	Indicator	Source	Operational Definition
8.	Enrollment in continuing education community service and lifelong learning courses a. Unduplicated annual headcount b. Annual course enrollments	CC-3, CC-10, Campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with general education intent.
9.	Enrollment in continuing education basic skills and literacy courses a. Unduplicated annual headcount b. Annual course enrollments	CC-3, CC-10, 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).
10.	Minority student enrollment compared to service area population a. Percent nonwhite credit enrollment b. Percent nonwhite continuing education enrollment c. Percent nonwhite service area population, 18 or older	Enrollment Information System, Campus data, U.S. Census Bureau / Maryland Office of Planning population statistics	The percentage of (a) nonwhite full- and part-time credit students enrolled in the fall, (b) nonwhite continuing education students enrolled in the fiscal year and (c) nonwhite service area residents 18 years old or older. The service area may include multiple counties. Three percentages will be reported. Nonwhite students include any person whose race/ethnicity is not: <ul style="list-style-type: none"> <li>• white only who did not indicate Hispanic/Latino</li> <li>• foreign/non-resident alien</li> <li>• unknown</li> </ul> Foreign/non-resident aliens and students with unknown or missing race will be eliminated from the denominator. The number of nonwhite residents in the service area is determined by subtracting the number of white residents from the total population. No benchmark is required for part c.

2018 PAR INDICATOR DEFINITIONS

<b>MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES</b>			
<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
11.	Percent minorities (nonwhite) of full-time faculty	Employee Data System	Nonwhite includes any person whose race/ethnicity is <u>not</u> : <ul style="list-style-type: none"> <li>• white only who did not indicate Hispanic/Latino</li> <li>• foreign/non-resident alien</li> <li>• unknown</li> </ul> Foreign/non-resident aliens and individuals with unknown or missing race will be eliminated from the denominator.
12.	Percent minorities (nonwhite) of full-time administrative and professional staff	Employee Data System	Nonwhite includes any person whose race/ethnicity is <u>not</u> : <ul style="list-style-type: none"> <li>• white only who did not indicate Hispanic/Latino</li> <li>• foreign/non-resident alien</li> <li>• unknown</li> </ul> Foreign/non-resident aliens and individuals with unknown or missing race will be eliminated from the denominator.
<b>GOAL 2: SUCCESS</b>			
13.	Fall-to-fall retention a. Developmental students b. College-ready students	Enrollment Information System, Campus data	Percentage of degree-seeking (a) developmental and (b) college-ready students attending college for the first time in the fall who return the following fall.
14.	Fall-to-fall retention a. Pell grant recipients b. Non-recipients	Financial Aid Information System, Campus data	Percentage of degree-seeking (a) Pell grant recipients and (b) 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. No benchmark is required for non-recipients.
15.	Developmental completers after four years	Degree Progress Analysis (Campus data)	Percentage of first-time, fall entering students with at least one area of developmental need who completed all recommended developmental coursework within four years after entry. 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.

2018 PAR INDICATOR DEFINITIONS

<b>MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES</b>			
<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
16.	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 and/or transferred or earned at least 30 credits with a cumulative GPA of 2.0 or higher within four years after entry or were still enrolled after four years. Four rates are reported for each cohort. No benchmark is required for developmental non-completers.
17.	Successful-persister rate after four years a. Black/African-American only b. Asian only c. Hispanic/Latino	Degree Progress Analysis (Campus data)	Same definition as indicator 5, reported separately for students who identified themselves as Black/African-American only, Asian only or Hispanic/Latino. Not reported for groups with fewer than 50 students in the cohort for analysis. The current race categories were implemented starting with the fall 2010 cohort.
18.	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 after entry. Four rates are reported for each cohort. No benchmark is required for developmental non-completers.
19.	Graduation-transfer rate after four years a. Black/African-American only b. Asian only c. Hispanic/Latino	Degree Progress Analysis (Campus data)	Same definition as indicator 6, reported separately for students who identified themselves as Black/African-American only, Asian only or Hispanic/Latino. Not reported for groups with fewer than 50 students in the cohort for analysis. The current race categories were implemented starting with the fall 2010 cohort.

2018 PAR INDICATOR DEFINITIONS

<b>MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES</b>			
<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
20.	Associate degrees and credit certificates awarded a. Career degrees b. Transfer degrees c. Certificates d. Total awards	Degree Information System	Number of career and transfer associate degrees, credit certificates and total awards per fiscal year.
21.	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).
22.	Graduate satisfaction with educational goal achievement	Graduate Follow-Up Survey	Percentage of graduates indicating that their most important objective in attending the community college was completely or partly achieved at the time of graduation. The survey is conducted every other year for the prior fiscal year cohort. The first administration in the current cycle will be in the spring/summer of 2017 for FY 2016 graduates.
23.	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.
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 other year for the prior fiscal year cohort. The first administration in the current cycle will be in the spring/summer of 2017 for FY 2016 graduates. Note: Response categories changed starting in 2008.
25.	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.



2018 PAR INDICATOR DEFINITIONS

<b>MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES</b>			
<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
26.	Performance at transfer institutions a. Cumulative GPA after first year of 2.0 or above b. Mean GPA after first year	Enrollment Information System, End-of-Term System, Provided by MHEC	Percentage of community college students transferring to Maryland public four-year colleges and universities (a) who earned a cumulative GPA of 2.0 or above and (b) the mean GPA after the first year at the transfer institution. Reported for transfer students who earned at least 12 credits at the community college and attended within two years prior to transfer.
27.	Expenditures by function a. Instruction b. Academic support c. Student services d. Other	CC-4	Percentage of total fiscal year unrestricted operating expenses that go to instruction, academic support, student services and other functions.
<b>GOAL 3: INNOVATION</b>			
28.	Full-time employed career program graduates working in a related field	Graduate Follow-Up Survey	Percentage of career program graduates employed full-time whose jobs were in a field related or somewhat related to their academic majors. The survey is conducted every other year for the prior fiscal year cohort. The first administration in the current cycle will be in the spring/summer of 2017 for FY 2016 graduates.
29.	Graduate satisfaction with job preparation	Graduate Follow-Up Survey	Percentage of credit career program graduates employed full-time in a field related or somewhat related to their academic major who reported that they were prepared very well or well for employment. The survey is conducted every other year for the prior fiscal year cohort. The first administration in the current cycle will be in the spring/summer of 2017 for FY 2016 graduates. Note: Response categories changed starting in 2008.
30.	Enrollment in continuing education workforce development courses a. Unduplicated annual headcount b. Annual course enrollments	CC-3, CC-10, Campus data	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with workforce intent (open enrollment and contract courses).

2018 PAR INDICATOR DEFINITIONS

<b>MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGES</b>			
<b>No.</b>	<b>Indicator</b>	<b>Source</b>	<b>Operational Definition</b>
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	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with a Continuing Professional Education intent.
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 with the training and services provided.

**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Quality	Percent of new full-time tenure and tenure-track faculty who have a terminal degree in their field of study.	BSU	EDS	OPAA	Employee freeze	annual	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17 FY 19: Fall 18 (est) FY 20: Fall 19 (est)	N New TT with terminal degree/N new TT faculty	Annual review by Provost Office and OPAA		Maintain the percentage of new tenure-track faculty with terminal degrees through 2019.
Quality	Number of academic programs accredited by professional accrediting bodies.	BSU	BSU Undergraduate and Graduate Catalogs	OPAA	Catalog	annual	FY 14: FY 13 FY 15: FY 14 FY 16: FY 15 FY 17: FY 16 FY 18: FY 17 FY 19: FY 18 (est) FY 20: FY 19 (est)		Annual review by Provost Office and Registrar		Increase the number of professionally accredited programs from 5 in 2015 to 7 through 2019
Quality	All tenured and tenure-track faculty plus full-time non-tenure track faculty.	BSU	BSU Faculty Workload report	OPAA	Report	annual	FY 14: FY 13 FY 15: FY 14 FY 16: FY 15 FY 17: FY 16 FY 18: FY 17 FY 19: FY 18 (est) FY 20: FY 19 (est)		Annual review by Provost Office and OPAA		Maintain the USM Board of Regents' comprehensive institution goal of 7 to 8 course units taught by FTE Core Faculty through 2019

**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	Percent of those graduates employed who are satisfied or very satisfied with preparation	BSU	MHEC Alumni Survey	OPAA	survey	Triennial	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	Percent of those graduates employed who are satisfied or very satisfied with preparation	Review by OPAA		Maintain the satisfaction level of bachelor's degree graduates with academic preparation for employment
Outcome	Percent of those graduates enrolled in graduate/professional school who are satisfied or very satisfied with preparation	BSU	MHEC Alumni Survey	OPAA	survey	Triennial	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	Percent of those graduates enrolled in graduate/professional school who are satisfied or very satisfied with preparation	Review by OPAA		Maintain the satisfaction level of bachelor's degree graduates with academic preparation for lifelong learning

**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	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)	BSU	EIS	OPAA	Enrollment freeze	Fall	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17 FY 19: Fall 18 (est) FY 20: Fall 19 (est)		Review by OPAA and MHEC Enrollment Audit		Increase the number of STEM program students from 680 in 2015 to 750 in 2019

BSU DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	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)	BSU	DIS	OPAA	Degree freeze	annual	FY 14: DIS14 FY 15: DIS15 FY 16: DIS16 FY 17: DIS17 FY 18: DIS18 FY 19: DIS19 (est) FY 20: DIS20 (est)		Review by OPAA and Registrar		Increase the number of STEM program graduates from 96 in 2015 to 150 in 2019

**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	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).	BSU	EIS	OPAA	Enrollment freeze	annual	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17 FY 19: Fall 18 (est) FY 20: Fall 19 (est)		Review by OPAA and MHEC Enrollment Audit		

**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	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 discipline code 08) and Master's degrees in the MAT program (HEGIS 080312).	BSU	DIS	OPAA	Degree freeze	annual	FY 14: DIS14 FY 15: DIS15 FY 16: DIS16 FY 17: DIS17 FY 18: DIS18 FY 19: DIS19 (est) FY 20: DIS20 (est)		Review by OPAA and Registrar		Increase the number of teacher education graduates from 42 in 2015 to 65 in 2019
Quality	Self Explanatory.	Education Testing Services		COE	Report	annual	FY 14: FY 13 FY 15: FY 14 FY 16: FY 15 FY 17: FY 16 FY 18: FY 17 FY 19: FY 18 (est) FY 20: FY 19 (est)				Maintain teacher licensure pass rates



**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	Number of undergraduate students enrolled in Nursing (HEGIS 120300)	BSU	EIS	OPAA	Enrollment freeze	annual	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17 FY 19: Fall 18 (est) FY 20: Fall 19 (est)		Review by OPAA and MHEC Enrollment Audit		
Input	The number of undergraduate students formally admitted into the nursing program each fall.	BSU Nursing Department		Nursing Dept	Report	annual	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17 FY 19: Fall 18 (est) FY 20: Fall 19 (est)		Review by Nursing Department		
Input	The number of qualified undergraduate students not admitted into the nursing program each fall.	BSU Nursing Department		Nursing Dept	Report	annual	FY 14: Fall 13 FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17 FY 19: Fall 18 (est) FY 20: Fall 18 (est)		Review by Nursing Department		

**BSU DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	Number of bachelor's degrees awarded in Nursing (HEGIS 120300)	BSU	DIS	OPAA	Degree freeze	annual	FY 14: DIS14 FY 15: DIS15 FY 16: DIS16 FY 17: DIS17 FY 18: DIS18 FY 19: DIS19 (est) FY 20: DIS20 (est)		Review by OPAA and Registrar		Increase the number of BSN graduates from 86 in 2015 to 100 in 2019
Quality	Self Explanatory.	Maryland Board of Nursing		MD Board of Nursing website	Report	annual	FY 14: FY 13 FY 15: FY 14 FY 16: FY 15 FY 17: FY 16 FY 18: FY 17 FY 19: FY 18 (est) FY 20: FY 19 (est)				Increase licensure pass rate to at least the statewide BSN average in 2019

**CSU DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	Percent Non-African American - The percentage of students from races and ethnicities other than African American.	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total of all student enrollment minus the total coded as Black or African American in race category in student's service center in EagleLINKS. The actual percentage calculated based on the ratio of AAs to all other students.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Output	All Students Enrolled Off-Campus / Distance Education Students enrolled in courses and/or programs at off-site locations or received education through Video format	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total of all student enrollment taken from census file (EIS frozen snapshot) coded as 1, or 2, in distance education or some distance education, for example at USM Hagerstown or other off-site locations.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	UG Majoring in Teacher Ed - The number of undergraduates who are enrolled in all teacher education majors collectively at the university.	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total of all student enrollment taken from census file (EIS frozen snapshot) coded as EDUC majors, undergraduates only.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Quality	No. Students Eligible for State Licensure - The number of students who have completed all courses and/or institutional requirements and/or those of MSDE and may take PRAXIS	School of Education; Deans Office; reports from MSDE	Analytics: Nigel and Marlin Databases	1. Dr. James Takona, Dean, College of Arts and Sciences and Education, X3069	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR/ Data matches are made against School of Education and Records and Registration Data.	Annually, each spring semester via PeopleSoft and verified by two reporting units – Records and Registration and School of Education; looking at actual completers grades and academic records.	Fiscal Year	Total of all students enrolled in who have completed all requirements for teacher education as indicated by MSDE and passed PRAXIS II with scores as follows: Math 150, Reading 156, and Writing 162.	Tk-20 used to assess milestones accomplished ensuring students are eligible. This is checked against EagleLINKS and Blackboard.	Data entry needs to be randomly checked to ensure accuracy against Tk-20 and other databases.	
Quality	Percent Passing PRAXIS - Total percent of students who took and passed PRAXIS II	School of Education	Dean's exam report and MSDE Official website	1. Dr. James Takona, Dean, College of Arts and Sciences and Education, X3069	Data are extracted from PeopleSoft: Requested from the Dean of the college; extracted from MSDE website.	Annually, each spring semester via PeopleSoft and verified by two reporting units – Records and Registration and School of Education; looking at actual completers grades and academic records.	Fiscal Year	All students with scores in the following PRAXIS range as indicated for Maryland as the following: Math 150, Reading 156, Writing 162.	Tk-20 used to assess milestones accomplished ensuring students are eligible. This is checked against EagleLINKS and Blackboard.	Data entry needs to be randomly checked to ensure accuracy against Tk-20 and other databases.	

**CSU DATA DEFINITIONS AND CONTROL PROCEDURES**

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Output	No. of STEMs - Total number of students enrolled in all of the STEM disciplines combined	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft; Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total of all student enrollment taken from census file (EIS frozen snapshot) coded as undergraduate BIO, CHEM, Nat. Sci., Nursing, Health Sci.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	STEM Degrees Awarded - Total number of degrees awarded in each of the STEM disciplines	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft; Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total of all student degrees awarded taken from census file (DIS frozen snapshot) coded as undergraduate BIO, CHEM, Nat. Sci., Nursing, Health Sci.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Output	No. of Nursing Degrees Awarded - Total number of undergraduate degrees awarded in Nursing	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft; Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total of all student enrollment taken from census file (DIS frozen snapshot) coded as undergraduate B.S. in Nursing, RN to BSN.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	NCLEX Pass Rate - Pass rate as calculated and provided by the Maryland Board of Nursing	Internal through PeopleSoft, Analytics, IT Division	Maryland Board of Nursing <a href="http://mbon.maryland.gov/Pages/education-nclex-slats.aspx">http://mbon.maryland.gov/Pages/education-nclex-slats.aspx</a>	1. Tracey Murray, Dean, College of Health Professions, murray@coppin.edu X3970	Data extracted from PeopleSoft; Queries run; data are then error-checked by IT and IR/ Matched against the number of nursing test takers	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Ratio calculated on total number who took the exam vs. those who passed.	Data are verified independently. We audit the actual number of test takers to ensure accuracy of the results.	Official data usually reported late each year by MBON; places limits on report accurate data to outside stakeholders.	
							Fiscal Year				
Outcome	6-yr grad rate all students - Graduation rate within six years for all students in a *defined cohort group at the University  *first-time, full-time, degree seeking students entering in the fall semester	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft; Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total number of graduates within an original four and six-year cohort divided by the total amount of students in the initial four and six-year cohort who were first-time, full-time degree-seeking freshmen.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	

**CSU DATA DEFINITIONS AND CONTROL PROCEDURES**

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Outcome	6-yr grad rate minorities - Graduation rate within six years for minority students at the University	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft: verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total number of graduates coded as a race or ethnicity other than white - within an original four and six-year cohort divided by the total amount of students in the initial four and six-year cohort who were first-time, full-time degree-seeking freshmen.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	6-yr grad rate AAs - Graduation rate within six years for African American students at the University	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft: verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total number of graduates coded Black or African American - within an original four and six-year cohort divided by the total amount of students in the initial four and six-year cohort who were first-time, full-time degree-seeking freshmen.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	2nd-yr retention all students - Second-year retention rate for all students. The rate/number of students from the cohort group who return, and enroll for classes at the university the following fall semester after first enrolling (students must be captured as part of census data to be included).	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft: verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total number of students retained the second year as calculated from the original cohort size	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	2nd-yr retention minorities - Second-year retention rate for minority students	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu; 2. Prasad Doddanna – Director of Information Sys., X3884; pdoddanna@coppin.edu	Data extracted from PeopleSoft: Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft: verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total number of students coded as a race or ethnicity other than white who are retained the second year as calculated from the original cohort size	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	

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Outcome	2nd-yr retention AAs - Second-year retention rate for African American students	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280, bharris@coppin.edu. 2. Prasad Doddanna – Director of Information Sys., X3884: pdoddanna@coppin.edu	Data extracted from PeopleSoft; Queries run; data are then error-checked by IT and IR.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Admissions), error checked by Institutional Research by student ID and bundled (EIS file census snapshot) into file for dissemination to MHEC and USM.	Fiscal Year	Total number of students coded as Black or African American retained the second year as calculated from the original cohort size	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Quality	Percent Alumni Satisfied After 1 yr. for Grad School - Percent of alumni taking a survey who indicated they were satisfied and felt prepared for graduate and professional school studies	Internal Survey Sources	Internal Sources - BLUE; Graduating Senior Survey, MHEC Alumni Survey	1. Beryl Harris – Director of Institutional Research, X6280,	Raw data are extracted from the surveys, analyzed, shared with stakeholders.	Alumni Survey opens annually each spring semester and closes start of fall semester; data stored of campus in separate server – BLUE which administers FCEs	Fiscal Year	Total graduates who took the survey indicating they were very satisfied or satisfied and felt prepared for graduate or professional school.	This is likely to vary depending on the type and level of graduate studies sought by recent graduates. Program requirements vary by discipline making it challenging for graduates to truly discern their levels of preparedness.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	Percent Working in MD - Percent of graduates employed while in MD	Graduating Senior Survey, Alumni Survey	Survey Monkey for GSS Survey; MHEC house alumni survey.	1. Beryl Harris – Director of Institutional Research, X6280,	Raw data are extracted from the surveys, analyzed, shared with stakeholders.	Triannual for MHEC, Semesterly for the GSS survey conducted at CSU.	Fiscal Year	Total percentage graduates who took the survey indicating they were working in Maryland.	Data are self-reported and while working in Maryland, it may be made clearer to indicate if they are working in their respective discipline.	Need to check against employer databases; conduct a SSN check.	
Outcome	Employment Rate - Rate of employment of CSU graduates into the MD workforce	Graduating Senior Survey, Alumni Survey	Survey Monkey for GSS Survey; MHEC house alumni survey.	1. Beryl Harris – Director of Institutional Research, X6280,	Raw data are extracted from the surveys, analyzed, shared with stakeholders.	Triannual for MHEC, Semesterly for the GSS survey conducted at CSU.	Fiscal Year	Total percentage graduates who took the survey indicating they were working in Maryland.	Data are self-reported and while working in Maryland, it may be made clearer to indicate if they are working in their respective discipline.	Need to check against employer databases; conduct a SSN check.	
Quality	Percent Alumni Satisfied After 1 yr. for Grad School - Percent of alumni taking a survey who indicated they were satisfied and felt prepared for graduate and professional school studies	Internal Survey Sources	Internal Sources - BLUE; Graduating Senior Survey, MHEC Alumni Survey	1. Beryl Harris – Director of Institutional Research, X6280,	Raw data are extracted from the surveys, analyzed, shared with stakeholders.	Alumni Survey opens annually each spring semester and closes start of fall semester; data stored of campus in separate server – BLUE which administers FCEs	Fiscal Year	Total graduates who took the survey indicating they were very satisfied or satisfied and felt prepared for graduate or professional school.	This is likely to vary depending on the type and level of graduate studies sought by recent graduates. Program requirements vary by discipline making it challenging for graduates to truly discern their levels of preparedness.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	

**CSU DATA DEFINITIONS AND CONTROL PROCEDURES**

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Outcome	Total Enrolled in Urban Teacher Ed, Nat. Sci., Nursing and Hlth. Sci., Crim. Jus. and IT - Total of all students combined from enrollments in majors of Teacher education, nursing and health sciences, natural sciences, criminal justice and information technology	Internal through PeopleSoft, Analytics, IT Division	Analytics: Nigel and Marlin Databases	1. Beryl Harris – Director of Institutional Research, X6280.	Raw data are extracted from the surveys, analyzed, shared with stakeholders.	Annually each fall semester, via PeopleSoft; verified by IT, Input unit (Records and Registration), error checked by Institutional Research by student ID and bundled into file for dissemination to USM and MHEC.	Fiscal Year	Total of all student enrollment taken from census file (EIS frozen snapshot) coded as undergraduate EDUC, BIO, CHEM, NURS, HLTH, CRJU, COMP.	Internal audit checks are conducted each semester by IR by drawing random samples from originating report units and Analytics prior to submitting EIS, DIS, FAIS, other files. Reconciliation involves IT and written process. Training needs to be ongoing due to turnover in processors where data input usually occurs.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	Percent Alumni Giving - Percent of the total alumni who are giving back to the institution and supporting various scholarships and foundations within the university	Alumni Survey administered by Institutional Advancement	Analytics: Nigel and Marlin Databases	1. Doug Datzell, VP for Institutional Advancement. X3800, ddatzell@coppin.edu	Raw data are aggregated using results from alumni survey data.	Data extracted from the Annual Extramural Report, data collected from IA; housed in PeopleSoft, stored in the budget office; compared to Alumni Giving database housed in Institutional Advancement.	Fiscal Year	Percentage taken from the total N survey respondents who donated to the institution; matched against actual donations on private and alumni donations.	There are donors who wish not to be identified and wish that some gifts remain for particular or discretionary uses. There are likely more alumni givers who wish to remain private.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Outcome	Percent Op. Budget Saved - Total operational budget savings achieved each year through cost cutting measures.	Budget Office, Admin. & Finance	PeopleSoft Financials	1. Stephen R. Danik, VP Admin. & Finance: X3575; sdanik@coppin.edu	Data collected via PeopleSoft are analyzed by staff using verified accounting methods.	PeopleSoft Financials, Administration and Finance; annual collection during fall semester.	Fiscal Year	Total amount calculated on the amount achieved through cost containment efforts, green and recycling efforts, fund balance. Budget Office provides information from the PeopleSoft Financials.	Savings have particularly been low to moderate for this institution which typically utilizes fully its budget. Significant upgrades and improvements have been ongoing as expected for the campus. Responses to audits have shown efforts to continuously automate functions resulting in efficiencies not fully realized.	Training needs to be ongoing due to turnover in processors where data input usually occurs.	
Output	Percentage Facility Renewal - Total percentage of cost expended on facilities renewal and campus renovations.	Budget Office, Admin. & Finance	PeopleSoft Financials	1. Stephen R. Danik, VP Admin. & Finance: X3575; sdanik@coppin.edu	Data collected via PeopleSoft are analyzed by staff using verified accounting methods.	PeopleSoft Financials, Administration and Finance; annual collection during fall semester.	Fiscal Year	Total costs of all improvements, renovation and construction efforts are captured and reported. Budget Office provides information from the PeopleSoft Financials.	Internal and external audit checks are conducted each semester by Admin. & Finance. Reconciliation involves IT and written process.	Considerable dollars have been provided by the State for capital improvements. Regular updates provided to the Board of Regents through committees and special reports as required.	

**CSU DATA DEFINITIONS AND CONTROL PROCEDURES**

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Outcome	Total Philanthropic Giving - Total dollars raised through philanthropic efforts, individuals, and organizations,	Budget Office, Admin. & Finance	PeopleSoft Financials	1. Stephen R. Danik, VP Admin. & Finance: X3575; sdanik@coppin.edu	Data collected via PeopleSoft are analyzed by staff using verified accounting methods.	Data extracted from the Annual Extramural Report, PeopleSoft Financials, Administration and Finance; annual collection during fall semester; compared to Alumni Giving database housed in Institutional Advancement.	Fiscal Year	These amounts include private donors such as individuals, financial institutions, interest groups, and foundations.	Internal and external audit checks are conducted each semester by Admin. & Finance. Reconciliation involves IT and written process.	Donors choosing to remain anonymous	



Salisbury DATA DEFINITIONS AND CONTROL PROCEDURES

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Quality	The number of undergraduate nursing bachelor degree recipients who took and passed the NCLEX-RN exam the first time divided by the total number of Nursing bachelor degree recipients who took the exam.	Maryland Board of Nursing Website	<a href="http://mbon.maryland.gov/Pages/education-nclex-stats.aspx">http://mbon.maryland.gov/Pages/education-nclex-stats.aspx</a>			Annually	2016-17 graduates	The number of undergraduate nursing bachelor degree recipients who took and passed the NCLEX-RN exam the first time divided by the total number of Nursing bachelor degree recipients who took the exam.	Salisbury University (SU) collects the data annually from the Maryland Board of Nursing's (MBON) Website. The MBON publishes annually pass rate statistics for each degree-granting Nursing program in Maryland. The number of SU Nursing graduates sitting for the NCLEX-RN exam for the first time, and the number of those passing the exam are reported. By dividing those who passed by the population of test takers, the pass rate percentage is verified and reported.		

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Quality	Praxis results from Educational Testing Service (ETS) through SU Education Department, and verified at Title II Website	ETS	<a href="https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4_10&amp;i=5403">https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4_10&amp;i=5403</a>			Annually	Program Completers 10/1/16 through 9/30/17	The number of teacher education bachelor and MAT degree recipients who passed the Praxis exam divided by the total number of teacher education bachelor degree and MAT degree recipients who took the Praxis.	Salisbury University collects the data annually from SU's Education Department, and verifies it against the Title II Website. Title II of the Higher Education Act mandates annual reporting of pass rates on the PRAXIS. Educational Testing Service administers the PRAXIS exam, and reports annually (reporting period October 1 to September 30) on the number of test takers, those who pass the exam, and the resulting pass rate.		

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Quality	Student satisfaction with education received for graduate or professional school	MHEC follow-up survey of recent graduates			Survey	Triennial	2015-16 graduates	The percentage of bachelor's degree recipients who enrolled in <u>graduate or professional</u> school within one year of graduation and who rated their preparation for advanced education as excellent, good or fair (adequate). Respondents who did not indicate their enrollment in a GRADUATE level program (what certificate program were you seeking) after SU are excluded from the denominator. Only respondents that indicated the type of graduate program they enrolled in are included.	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Quality	Student satisfaction with education received for employment	MHEC follow-up survey of recent graduates			Survey	Triennial	2015-16 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 fair (adequate) preparation for their job. Uncertain responses, if applicable, are excluded from the denominator.	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Outcome	The percentage of graduates employed in Maryland	MHEC follow-up survey of recent graduates			Survey	Triennial	2015-16 graduates	The percentage of bachelor degree recipients who held full- or part-time jobs within one year of graduation within the state of MD. The denominator is based on the number of respondents to this question that indicated that they were employed or were currently seeking employment.	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Outcome	Employment rate of graduates	MHEC follow-up survey of recent graduates			Survey	Triennial	2015-16 graduates	The percentage of bachelor degree recipients who held full- or part-time jobs within one year of graduation. The denominator is based on the number of respondents to this question that indicated that they were employed or were currently seeking employment.	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Output	Number of Teacher Education enrollment	EIS - MHEC Enrollment Information System			Data Extraction	Annually	FY 18: Fall 17	The number of all undergraduate and graduate students who declared a major (maj1, maj2, maj3) in one of the following Teacher Education majors (HEGIS Code): EDUC-0801.00; EDLeadership-0827.00; MAT-0803.12; ECED-0823.00; ELED-0802.00; CHLT-0837.00; HEALTHED-0837.00*Secondary Ed tracks only*; MATHED-0833.00; PHYSED-0835.01*Secondary Ed tracks only*; READ-0830.00; CURR-0829.01; *Students with a Secondary Education track of	The EIS (Enrollment Information System) file is the source for these data. The freeze date occurs at the end of drop/add, typically one week after the start of the semester. An additional two weeks are allowed to resolve incorrect/missing data items before the census file is considered final. Heavy focus is placed on collecting missing data for coop students from their home institution. The PeopleSoft SQR used to generate the EIS was designed in 2003 according to the existing MHEC-		

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Output	Number of Teacher Education graduates	DIS - MHEC Degree Information System			Data Extraction	Annually	FY 18: 16-17 graduates	The number of all Bachelor's and graduate degree recipients who received a degree (maj1, maj2, or maj3) in one of the following Teacher Education majors (HEGIS Code): EDUC-0801.00; EDLeadership-0827.00; MAT-0803.12; ECED-0823.00; ELED-0802.00; CHLT-0837.00; HEALTHED-0837.00*Secondary Ed tracks only*; MATHED-0833.00; PHYSED-0835.01*Secondary Ed tracks only*; READ-0830.00; CURR-0829.01; *Students with a Secondary	The number of Teacher Education Bachelor's and Master's degree recipients comes from the DIS (Degree Information System) file. The PeopleSoft SQR used to generate the DIS was designed in 2004 according to the existing MHEC-approved extract detail. All data items are subject to analytical review, and statistics are cross-checked with the Registrar's office. MHEC provides a secondary backup with their consistency/edit check procedures. Any discrepancies are resolved. UARA		



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Input	Number of STEM enrollment	EIS - MHEC Enrollment Information System			Data Extraction	Annually	FY 18: Fall 17	The number of all undergraduate and graduate students who declared a major (maj1, maj2, maj3) in one of the following Teacher Education majors (HEGIS Code): EDUC-0801.00; EDLeadership-0827.00; MAT-0803.12; ECED-0823.00; ELED-0802.00; CHLT-0837.00; HEALTHED-0837.00*Secondary Ed tracks only*; MATHED-0833.00; PHYSED-0835.01*Secondary Ed tracks only*; READ-0830.00; CURR-0829.01; *Students with a Secondary Education track of	The EIS (Enrollment Information System) file is the source for these data. The freeze date occurs at the end of drop/add, typically one week after the start of the semester. An additional two weeks are allowed to resolve incorrect/missing data items before the census file is considered final. Heavy focus is placed on collecting missing data for coop students from their home institution. The PeopleSoft SQR used to generate the EIS was designed in 2003 according to the existing MHEC-		

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Output	Number of STEM graduates	DIS - MHEC Degree Information System			Data Extraction	Annually	FY 18: 16-17 graduates	The number of all Bachelor's and graduate degree recipients (must have received a degree) who received a degree (maj1, maj2, or maj3) in one of the following STEM majors (HEGIS Code) Do NOT include double majors: COSC-0701.00; BIOL & Applied Biology-0401.00 and 0401.01; ENVH-0420.01*discontinued; MATH-1701.00; INFO-0702.00; CHEM-1905.00; PHYS-1902.00; EARTH-1917.00; GEOG-2206.00; GIS-2206.04; MATHEducation-0833.00; *May use	The number of STEM Bachelor's and Master's degree recipients comes from the DIS (Degree Information System) file. The PeopleSoft SQR used to generate the DIS was designed in 2004 according to the existing MHEC-approved extract detail. All data items are subject to analytical review, and statistics are cross-checked with the Registrar's office. MHEC provides a secondary backup with their consistency/edit check procedures. Any discrepancies are resolved. UARA uses SPSS queries		

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Input	Number of Nursing undergraduate enrollment	EIS - MHEC Enrollment Information System			Data Extraction	Annually	FY 18: Fall 17	The number of all undergraduate students who declared a major (maj1, maj2, maj3) in one of the following Nursing majors (HEGIS Code): NURS-1203.00: *Note- second majors and PBC are NOT included.	The EIS (Enrollment Information System) file is the source for these data. The freeze date occurs at the end of drop/add, typically one week after the start of the semester. An additional two weeks are allowed to resolve incorrect/missing data items before the census file is considered final. Heavy focus is placed on collecting missing data for coop students from their home institution. The PeopleSoft SQR used to generate the EIS was designed in 2003 according to the existing MHEC-		

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Output	Number of Nursing baccalaureate degrees	DIS - MHEC Degree Information System			Data Extraction	Annually	FY 18: 16-17 graduates	The number of all Bachelor's degree recipients who received a degree (maj1, maj2, or maj3) in one of the following Nursing majors (HEGIS Code): NURS-1203.00: *Note- second majors and PBC are NOT included: can use IPEDS completions survey to get this number.	The number of Nursing Bachelor's and graduate degree recipients comes from the DIS (Degree Information System) file. The PeopleSoft SQR used to generate the DIS was designed in 2004 according to the existing MHEC-approved extract detail. All data items are subject to analytical review, and statistics are cross-checked with the Registrar's office. MHEC provides a secondary backup with their consistency/edit check procedures. Any discrepancies are resolved. UARA uses SPSS queries		

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Input	Number of Nursing graduate enrollment	EIS - MHEC Enrollment Information System			Data Extraction	Annually	FY 18: Fall 17	The number of all graduate students who declared a major (maj1, maj2, maj3) in one of the following Nursing majors (HEGIS Code): NURS-1203.00.	The EIS (Enrollment Information System) file is the source for these data. The freeze date occurs at the end of drop/add, typically one week after the start of the semester. An additional two weeks are allowed to resolve incorrect/missing data items before the census file is considered final. Heavy focus is placed on collecting missing data for coop students from their home institution. The PeopleSoft SQR used to generate the EIS was designed in 2003 according to the existing MHEC-		

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Output	Number of total Nursing degrees	DIS - MHEC Degree Information System			Data Extraction	Annually	FY 18: 16-17 graduates	The number of all graduate degree recipients who received a degree (maj1, maj2, or maj3) in one of the following Nursing majors (HEGIS Code): NURS-1203.00: *Can use IPEDS completions survey to get this number.	The number of Nursing Bachelor's and graduate degree recipients comes from the DIS (Degree Information System) file. The PeopleSoft SQR used to generate the DIS was designed in 2004 according to the existing MHEC-approved extract detail. All data items are subject to analytical review, and statistics are cross-checked with the Registrar's office. MHEC provides a secondary backup with their consistency/edit check procedures. Any discrepancies are resolved. UARA uses SPSS queries		



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Input	Percentage of African-American undergraduates	EIS - MHEC Enrollment Information System			Data Extraction	Annually	FY 18: Fall 17	Total African-American undergraduates divided by the total number of undergraduates excluding students of unknown ethnicity.	The EIS (Enrollment Information System) file is the source for these data. The freeze date occurs at the end of drop/add, typically one week after the start of the semester. An additional two weeks are allowed to resolve incorrect/missing data items before the census file is considered final. Heavy focus is placed on collecting missing data for coop students from their home institution. The PeopleSoft SQR used to generate the EIS was designed in 2003 according to the existing MHEC-		



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Input	Percentage of minority undergraduates	EIS - MHEC Enrollment Information System			Data Extraction	Annually	FY 18: Fall 17	The sum of all minority undergraduates, which includes the race/ethnicities of African-American, Hispanic, Asian-American, Native American, and students of Two or More races divided by the total number of undergraduates excluding students of unknown ethnicity.	The EIS (Enrollment Information System) file is the source for these data. The freeze date occurs at the end of drop/add, typically one week after the start of the semester. An additional two weeks are allowed to resolve incorrect/missing data items before the census file is considered final. Heavy focus is placed on collecting missing data for coop students from their home institution. The PeopleSoft SQR used to generate the EIS was designed in 2003 according to the existing MHEC-		



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Output	Second year retention rate: all students	MHEC-provided			Data Extraction	Annually	FY 18: Fall 2016 cohort that returned for Fall 17	The percentage of first-time, full-time degree-seeking undergraduates who re-enrolled at any Maryland four-year institution one year after matriculation.	SU annually receives retention and graduation rate data from the Maryland Higher Education Commission (MHEC). Each Spring, the MHEC prepares second-year retention and six-year graduation rate data for the most recent applicable Salisbury University cohorts of all freshmen students, African-American freshmen students, and minority freshmen students. These data are reviewed and compared with internally prepared rates using the same data files (EIS and DIS) that MHEC		

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Output	Second year retention rate: African-American students	MHEC-provided			Data Extraction	Annually	FY 18: Fall 2016 cohort that returned for Fall 17	The percentage of first-time, full-time degree-seeking African-American undergraduates who re-enrolled at any Maryland four-year institution one year after matriculation.	SU annually receives retention and graduation rate data from the Maryland Higher Education Commission (MHEC). Each Spring, the MHEC prepares second-year retention and six-year graduation rate data for the most recent applicable Salisbury University cohorts of all freshmen students, African-American freshmen students, and minority freshmen students. These data are reviewed and compared with internally prepared rates using the same data files (EIS and DIS) that MHEC		

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Output	Second year retention rate: minority students	MHEC-provided			Data Extraction	Annually	FY 18: Fall 2016 cohort that returned for Fall 17	The percentage of first-time, full-time degree-seeking minority undergraduates who re-enrolled at any Maryland four-year institution one year after matriculation. Minority includes two or more races, African-American, Hispanic, Asian-American, and Native American.	SU annually receives retention and graduation rate data from the Maryland Higher Education Commission (MHEC). Each Spring, the MHEC prepares second-year retention and six-year graduation rate data for the most recent applicable Salisbury University cohorts of all freshmen students, African-American freshmen students, and minority freshmen students. These data are reviewed and compared with internally prepared rates using the same data files (EIS and DIS) that MHEC		

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Output	Six year graduation rate: all students	MHEC-provided			Data Extraction	Annually	FY 18: Fall 2011 cohort that graduated by spring 2017	The percentage of all first-time, full-time degree-seeking undergraduates who graduated from any Maryland four-year institution within six years of matriculation.	SU annually receives retention and graduation rate data from the Maryland Higher Education Commission (MHEC). Each Spring, the MHEC prepares second-year retention and six-year graduation rate data for the most recent applicable Salisbury University cohorts of all freshmen students, African-American freshmen students, and minority freshmen students. These data are reviewed and compared with internally prepared rates using the same data files (EIS and DIS) that MHEC		

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Output	Six year graduation rate: African-American students	MHEC-provided			Data Extraction	Annually	FY 18: Fall 2011 cohort that graduated by spring 2017	The percentage of all African-American first-time, full-time degree-seeking undergraduates who graduated from any Maryland four-year institution within six years of matriculation.	SU annually receives retention and graduation rate data from the Maryland Higher Education Commission (MHEC). Each Spring, the MHEC prepares second-year retention and six-year graduation rate data for the most recent applicable Salisbury University cohorts of all freshmen students, African-American freshmen students, and minority freshmen students. These data are reviewed and compared with internally prepared rates using the same data files (EIS and DIS) that MHEC		

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Output	Six year graduation rate: minority students	MHEC-provided			Data Extraction	Annually	FY 18: Fall 2011 cohort that graduated by spring 2017	The percentage of minority first-time, full-time degree-seeking undergraduates who graduated from any Maryland four-year institution within six years of matriculation. Minority includes African-American, Hispanic, Asian American, and Native American.	SU annually receives retention and graduation rate data from the Maryland Higher Education Commission (MHEC). Each Spring, the MHEC prepares second-year retention and six-year graduation rate data for the most recent applicable Salisbury University cohorts of all freshmen students, African-American freshmen students, and minority freshmen students. These data are reviewed and compared with internally prepared rates using the same data files (EIS and DIS) that MHEC		



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Outcome	Median salary of Salisbury University graduates one-year after graduation.	MHEC follow-up survey of recent graduates			Survey	Triennial	2015-16 graduates	Salisbury University data are collected by the alumni survey question on annual salary and calculated using "median of grouped data" computation for graduates employed full-time. Computation can be found here: <a href="http://www.statcan.gc.ca/edu/power-pouvoir/ch11/media/n-mediane/5214872-eng.htm">http://www.statcan.gc.ca/edu/power-pouvoir/ch11/media/n-mediane/5214872-eng.htm</a>  Med = $\left\{ \left( \frac{\text{Sample Size}}{2} \right) - \text{cumulative frequency of preceding class} \right\} / \text{number of observations in class containing median} \times (\text{width of the interval containing the}$	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Outcome	Ratio of median salary of Salisbury University graduates one-year after graduation to the median earnings of the U.S. civilian work force with bachelor's degree	MHEC follow-up survey of recent graduates			Survey & US salary data: US Census Bureau/Bureau of Labor Statistics Current Population Survey (CPS)	Triennial	2015-16 graduates	Methodology: survey year matches CPS sample year. Salisbury University data are collected by the alumni survey question on annual salary and calculated using "median of grouped data" computation, divided by the median salary of US residents 25 years of age and older who have a bachelor's degree (from CPS Website).	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Outcome	Estimated number of Nursing graduates employed in Maryland as a health professional	MHEC follow-up survey of recent graduates			Survey	Triennial	2015-16 graduates	The number of Nursing bachelor degree recipients comes from the DIS (Degree Information System) file. The PeopleSoft SQR used to generate the DIS was designed in 2004 according to the existing MHEC-approved extract detail. All data items are subject to analytical review, and statistics are cross-checked with the Registrar's office. MHEC provides a secondary backup with their consistency/edit check procedures. Any discrepancies are resolved. UARA uses SPSS queries to extract the data	SU performs a triennial survey of its baccalaureate degree recipients using the MHEC-approved alumni survey instrument. Email addresses are provide by the Office of alumni relations. Once the database is finalized, University Analysis, Reporting, and Assessment (UARA) conducts SPSS queries to generate the data in accordance with the operational definition.		

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Input	Number of applicants to the professional Nursing program	SU's Nursing Department			Data Extraction	Annually	Fall 2017	All students who apply to the professional Nursing program in the given Fall semester.	Professional program admissions statistics are tabulated in SU's Nursing department. Students must first be admitted to the University. Students then apply for program-level admissions to the professional Nursing program. The requirements for admission to the Nursing program are more stringent than for admission to the university. Nursing faculty/staff operate the professional program applicant tracking process.		

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Input	Number of applicants accepted into the professional Nursing program	SU's Nursing Department			Data Extraction	Annually	Fall 2017	The number of students who are conditionally admitted to the professional Nursing program. These students must satisfactorily meet all criteria for admission before they are granted final admission.	Professional program admissions statistics are tabulated in SU's Nursing department. Students must first be admitted to the University. Students then apply for program-level admissions to the professional Nursing program. The requirements for admission to the Nursing program are more stringent than for admission to the university. Nursing faculty/staff operate the professional program applicant/acceptance process matching applicant data against predetermined admission criteria.		

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Input	Number of applicants not accepted into the professional Nursing program	SU's Nursing Department			Data Extraction	Annually	Fall 2017	Applicants who were rejected because they did not meet acceptance criteria, or who failed to follow through on their application to the professional Nursing program.	Professional program admissions statistics are tabulated in SU's Nursing department. Students must first be admitted to the University. Students then apply for program-level admissions to the professional Nursing program. Students not meeting criteria are rejected.		

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Input	Number of new enrollments in the professional Nursing program	SU's Nursing Department			Data Extraction	Annually	Fall 2017	Students who have enrolled in the institution, and have met all professional Nursing program criteria.	Professional program admissions statistics are tabulated in SU's Nursing department. Students must first be admitted to the University. Students then apply for program-level admissions to the professional Nursing program. If accepted, students are eligible to enroll officially as professional Nursing majors.		

Towson DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	Measures the headcount of students who are enrolled at Towson University, as of the university's fall enrollment census. From NCES's definition of fall enrollment, "Students reported are those enrolled in courses creditable toward a degree or other formal award; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Each enrolled student is counted once.	OIR runs a series of integrity checks, based upon NCES, MHEC, and USM data requirements. Any failed checks are resolved by working with the responsible unit within the university (e.g. registrar, admissions, etc.) Data are also checked by uploading the fall enrollment file to data checking systems that are administered by MHEC and the USM's IR office.	n/a	A standard definition for "Fall Enrollment" has been established by the National Center for Education Statistics. <a href="https://surveys.nces.ed.gov/ipeds/VISGlossaryPopup.aspx?idlink=802">https://surveys.nces.ed.gov/ipeds/VISGlossaryPopup.aspx?idlink=802</a>



Towson DATA DEFINITIONS AND CONTROL PROCEDURES

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Output	Measures the number of bachelor's, master's, and doctoral degrees, conferred by Towson University, within an academic year.	Data are stored in the university's annual degree extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, during July.	Degrees are included for the summer (leading), fall, winter, and spring terms of an academic year.	Each conferred degree, is counted once. Multiple degrees can be conferred to one student.	OIR runs a series of integrity checks, based upon NCES, MHEC, and USM data requirements. Any failed checks are resolved by working with the responsible unit within the university (e.g. registrar, admissions, etc.) Data are also checked by uploading the annual degree file to data checking systems that are administered by MHEC and the USM's IR office.	n/a	
Outcomes	The percentage of survey respondents who reported that they were employed full-time or part-time.	MHEC Follow-Up Survey of Bachelor's Degree Recipients	Survey results are stored in datasets on a Towson University network share.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Online survey.	Every three years.	Academic year	Number of employed respondents is divided by the number of respondents who answered the question about employment.	Use prescribed survey methodology. Electronic controls allow population to only respond once. Only verified alumni are surveyed.	Reponses rates to surveys have been decreasing in recent years.	MHEC report. <a href="http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2016-4yrGradFollow.pdf">http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2016-4yrGradFollow.pdf</a>

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Outcomes	Estimated number of graduates employed in Maryland.	MHEC Follow-Up Survey of Bachelor's Degree Recipients	Survey results are stored in datasets on a Towson University network share.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Online survey.	Every three years.	Academic year	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.	Use prescribed survey methodology. Electronic controls allow population to only respond once. Only verified alumni are surveyed.	Response rates to surveys have been decreasing in recent years.	
Input	The number (headcount) of students who are enrolled in educational programs that will prepare them for certification as a teacher.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	The headcount 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 of arts in teaching (MAT) program.	Regular controls for the enrollment extract. Data are also checked by officials in the university's College of Education.	n/a	

Towson DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	The number (headcount) of students who have completed the requirements for teacher certification eligibility.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Degrees are included for the summer (leading), fall, winter, and spring terms of an academic year.	The number of undergraduate students who have completed all the 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	Regular controls for the degree extract.	n/a	

Towson DATA DEFINITIONS AND CONTROL PROCEDURES

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Quality	The percentage of students who take and successfully pass the PRAXIS II exam.	U.S. Department of Education	Title II Report	College of Education. Associate Dean, Laila Richman. lrichman@towson.edu		Annual, February	Fall, spring, and summer of preceding year.	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 (COE) staff submit 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	n/a	Title II Report. <a href="https://title2.ed.gov/Public/Home.aspx">https://title2.ed.gov/Public/Home.aspx</a>

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Input	Measures the number of undergraduate enrollments, in Science, Technology, Engineering, and Math (STEM) programs at Towson University, as of the university's fall enrollment census. This is a duplicated headcount, meaning that all majors (e.g. first and second majors) are counted.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Enrollments are summed for the following bachelor's programs. Biology / Chemistry / Computer Science / Earth-Space Science / Environmental Science & Studies / Forensic Chemistry / Geology / Information Systems / Information Technology / Mathematics / Medicinal Chemistry / Molecular Biology, Biochemistry & Bioinformatics / Physics	Regular controls for the enrollment extract.	n/a	

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Input	Measures the number of graduate enrollments, in Science, Technology, Engineering, and Math (STEM) programs at Towson University, as of the university's fall enrollment census. This is a duplicated headcount, meaning that all majors (e.g. first and second majors) are counted.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Enrollments are summed for the following graduate programs. Applied & Industrial Mathematics (Master's) / Applied Information Technology (Master's) / Applied Physics (Master's) / Biology (Master's) / Computer Science (Master's) / Database Management Systems (PBC) / Environmental Science (Master's) / Forensic Science (Master's) / Information Security & Assurance (PBC) / Information Systems Management	Regular controls for the enrollment extract.	n/a	

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Output	Measures the number of bachelor's, master's, and doctoral degrees, conferred by Towson University's STEM programs, within an academic year.	Data are stored in the university's annual degree extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, during July.	Degrees are included for the summer (leading), fall, winter, and spring terms of an academic year.	Each conferred degree, is counted once. Multiple degrees can be conferred to one student.	Regular controls for the degree extract.	n/a	
Input	Measures the number of applicants for fall admission to the university's undergraduate nursing major. A qualified applicant is a student who has submitted a completed application, has completed at least 42 undergraduate credits, has completed three laboratory science prerequisite courses, has completed the ENGL 102 course, and has at least a 3.0 cumulative GPA.	University's Department of Nursing	Databased maintained by Department of Nursing	Department of Nursing Chairperson, Hayley Mark, hmark@towson.edu	Application data are entered in the Department of Nursing's applicant database.	Data are collected annually. Fall applications are due by January 15th.	Fall semester of the academic year.	Each qualified applicant is counted once.	Applicant data are verified by checking submitted data against official university transcripts.	n/a	

Towson DATA DEFINITIONS AND CONTROL PROCEDURES

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Input	Measures the number of students who are admitted, for the fall term, into the university's undergraduate nursing program.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Department of Nursing Chairperson, Hayley Mark, hmark@towson.edu	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Each newly-admitted enrolled student is counted once.	The Department of Nursing submits enrollment data to OIR, which OIR checks against the university's enrollment extract.	n/a	
Input	Measures the number of students who are enrolled in the university's undergraduate nursing program. Pre-nursing students are not counted. This is a unique headcount, meaning that students are counted only one time.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	Each undergraduate nursing student is counted once (unduplicated headcount). Pre-nursing students are excluded.	Regular controls for the enrollment extract.	n/a	





**Towson DATA DEFINITIONS AND CONTROL PROCEDURES**

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Outcomes	Measures the median salary of full-time, employed survey respondents (recent Towson University graduates), the year after their graduation.	MHEC Follow-Up Survey of Bachelor's Degree Recipients	Survey results are stored in datasets on a Towson University network share.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Online survey.	Every three years.	Academic year	The salaries are reported in \$5,000 bands. So the reported salary is the median observation. The band range is divided by the number of observations in that band. The median observation is ranked within the band and multiplied by the value from the preceding step. That value is added to the bottom value of the band range.	Use prescribed survey methodology. Electronic controls allow population to only respond once. Only verified alumni are surveyed.	Responses rates to surveys have been decreasing in recent years.	
Outcomes	Measures the ratio of the median salary of full-time, employed survey respondents (recent Towson University graduates) to that of the college-educated workforce.	MHEC Follow-Up Survey of Bachelor's Degree Recipients, BLS, U.S. Census Bureau	Survey results are stored in datasets on a Towson University network share. BLS/Census data are published on the Census Bureau's website.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Online survey.	Every three years.	Academic year	The median salary of survey respondents (described in M201) is divided by the median salary of U.S. residents, ages 25 and older, who possess a bachelor's degree.	Use prescribed survey methodology. Electronic controls allow population to only respond once. Only verified alumni are surveyed.	Responses rates to surveys have been decreasing in recent years.	

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Input	Measures the percentage of enrolled, undergraduate students who identify as a racial/ethnic minority. This includes students who are U.S. citizens and identify as Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, or multiple races. Students are not counted as racial/ethnic minorities if they are nonresident aliens, if they identify as white only, or if their race/ethnicity is unknown.	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	The headcount of enrolled, undergraduate, racial/ethnic minority students is divided by the total headcount of enrolled, undergraduate students.	OIR runs a series of integrity checks, based upon NCES, MHEC, and USM data requirements. Any failed checks are resolved by working with the responsible unit within the university (e.g. registrar, admissions, etc.) Data are also checked by uploading the fall enrollment file to data checking systems that are administered by MHEC and the USM's IR office.	n/a	

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Input	Measures the percentage of enrolled, undergraduate students who are U.S. Citizens, identify as Black or African-American, and do not identify as any other race/ethnicity. Race/ethnicity categories are reported per specifications from the National Center for Education Statistics. <a href="https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-collecting-data-for-reporting-purposes">https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-collecting-data-for-reporting-purposes</a>	Data are stored in the university's fall enrollment extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	The headcount of enrolled, undergraduate, Black or African-American students is divided by the total headcount of enrolled, undergraduate students.	OIR runs a series of integrity checks, based upon NCES, MHEC, and USM data requirements. Any failed checks are resolved by working with the responsible unit within the university (e.g. registrar, admissions, etc.) Data are also checked by uploading the fall enrollment file to data checking systems that are administered by MHEC and the USM's IR office.	n/a	
Output	Measures the percentage of first-time, full-time, degree-seeking, minority undergraduates who re-enrolled at any Maryland public four-year institution one year after initial enrollment at Towson University.	Maryland Higher Education Commission (MHEC)	Two- and six-year outcomes data for USM institutions	MHEC, Associate Director, Office of Research and Policy Analysis, Barbara Schmertz, <a href="mailto:barbara.schmertz@maryland.gov">barbara.schmertz@maryland.gov</a>		Annually	Fall semester of the cohort's academic year and fall semester of the subsequent academic year.	Divide number of students who re-enroll by the number of students in the initial cohort.	Towson University's OIR checks MHEC's calculations against the university's enrollment extracts.	n/a	

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Output	Measures the percentage of first-time, full-time, degree-seeking, Black or African-American undergraduates who re-enrolled at any Maryland public four-year institution one year after initial enrollment at Towson University.	Maryland Higher Education Commission (MHEC)	Two- and six-year outcomes data for USM institutions	MHEC, Associate Director, Office of Research and Policy Analysis, Barbara Schmertz, barbara.schmertz@maryland.gov		Annually	Fall semester of the cohort's academic year and fall semester of the subsequent academic year.	Divide number of students who re-enroll by the number of students in the initial cohort.	Towson University's OIR checks MHEC's calculations against the university's enrollment extracts.	n/a	
Output	Measures the percentage of first-time, full-time, degree-seeking, minority undergraduates who graduate, with a bachelor's degree, at any Maryland public four-year institution, within six years of their initial enrollment at Towson University.	Maryland Higher Education Commission (MHEC)	Two- and six-year outcomes data for USM institutions	MHEC, Associate Director, Office of Research and Policy Analysis, Barbara Schmertz, barbara.schmertz@maryland.gov		Annually	Fall semester of the cohort's academic year and sixth spring semester after initial enrollment.	Divide number of students who graduate by the number of students in the initial cohort.	Towson University's OIR checks MHEC's calculations against the university's enrollment extracts.	n/a	

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Output	Measures the percentage of first-time, full-time, degree-seeking, Black or African-American undergraduates who graduate, with a bachelor's degree, at any Maryland public four-year institution, within six years of their initial enrollment at Towson University.	Maryland Higher Education Commission (MHEC)	Two- and six-year outcomes data for USM institutions	MHEC, Associate Director, Office of Research and Policy Analysis, Barbara Schmertz, barbara.schmertz@maryland.gov		Annually	Fall semester of the cohort's academic year and sixth spring semester after initial enrollment.	Divide number of students who graduate by the number of students in the initial cohort.	Towson University's OIR checks MHEC's calculations against the university's enrollment extracts.	n/a	
Input	Measures the number of enrolled undergraduate students, whose parents did not attend college.	University's enrollment extract and Institutional Student Information Records (ISIR), which are compiled from the FAFSA	University's enrollment extract. ISIR data are stored in the university's Enterprise information system.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	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.)	Regular controls for the enrollment extract. Data reviewed for consistency.	n/a	

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Measures the percentage of first-time, full-time, degree-seeking, first-generation undergraduate students who graduate, with a Towson University bachelor's degree, within six years of their initial enrollment at Towson University.	Towson University enterprise information system.	Towson University enterprise information system.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic.	Annually	Fall semester of the cohort's academic year and sixth summer semester after initial enrollment.	Divide number of students who graduate by the number of students in the initial cohort.	Numbers are checked for consistency. Matches are made using the students' unique TU identification number.	n/a	
Input	Measures the number of enrolled undergraduate students, whose family income is less than 150% of the poverty mark, as established by the U.S. Department of Health and Human Services.	University's enrollment extract and Institutional Student Information Records (ISIR), which are compiled from the FAFSA	University's enrollment extract. ISIR data are stored in the university's Enterprise information system.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	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).	Regular controls for the enrollment extract. Data reviewed for consistency.	n/a	

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Measures the percentage of first-time, full-time, degree-seeking, first-generation undergraduate students who graduate, with a Towson University bachelor's degree, within six years of their initial enrollment at Towson University.	Towson University enterprise information system.	Towson University enterprise information system.	Office of Institutional Research. Contact IR Director Tim Bibo, <a href="mailto:tbibo@towson.edu">tbibo@towson.edu</a> .	Data are extracted from the university's SIS using SAS and SQL logic.	Annually	Fall semester of the cohort's academic year and sixth summer semester after initial enrollment.	Divide number of students who graduate by the number of students in the initial cohort.	Numbers are checked for consistency. Matches are made using the students' unique TU identification number.	n/a	



Towson DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	Measures the number of incoming transfer and first-time undergraduate students who reported that they are service members or military veterans.	Data are stored in the university's fall enrollment extract and the university's application extract.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	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. <ul style="list-style-type: none"> <li>• Were you active duty for at least a year a year?</li> <li>• Are you a disabled veteran?</li> <li>• Are you a reservist in any of the US Armed Forces, including the National Guard?</li> <li>• I am a veteran of the United States Armed Forces who received an</li> </ul>	OIR runs a series of integrity checks, based upon NCES, MHEC, and USM data requirements. Any failed checks are resolved by working with the responsible unit within the university (e.g. registrar, admissions, etc.) Data are also checked by uploading the fall enrollment file to data checking systems that are administered by MHEC and the USM's IR office.	n/a	

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Output	Measures the percentage of incoming first-time and transfer, veteran or military students, who re-enroll at Towson University one year after their initial enrollment at Towson University.	Towson University enrollment extracts.	Towson University enrollment extracts.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the enrollment extracts using SAS and SQL.	Annually	Fall semester of the cohort's academic year and fall semester of the subsequent academic year.	Divide number of students who re-enroll by the number of students in the initial cohort.	Numbers are checked for consistency. Matches are made using the students' unique TU identification number.	n/a	
Output	Maryland Higher Education Commission (MHEC)	Maryland Higher Education Commission (MHEC)	Two- and six-year outcomes data for USM institutions	MHEC, Associate Director, Office of Research and Policy Analysis, Barbara Schmertz, barbara.schmertz@maryland.gov		Annually	Fall semester of the cohort's academic year and fall semester of the subsequent academic year.	Divide number of students who re-enroll by the number of students in the initial cohort.	Towson University's OIR checks MHEC's calculations against the university's enrollment extracts.	n/a	
Output	Maryland Higher Education Commission (MHEC)	Maryland Higher Education Commission (MHEC)	Two- and six-year outcomes data for USM institutions	MHEC, Associate Director, Office of Research and Policy Analysis, Barbara Schmertz, barbara.schmertz@maryland.gov		Annually	Fall semester of the cohort's academic year and fall semester of the subsequent academic year.	Divide number of students who graduate by the number of students in the initial cohort.	Towson University's OIR checks MHEC's calculations against the university's enrollment extracts.	n/a	

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Quality	The percentage of employed-full-time survey respondents who rated their TU education as excellent, good, or adequate for their job.	MHEC Follow-Up Survey of Bachelor's Degree Recipients	Survey results are stored in datasets on a Towson University network share.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Online survey.	Every three years.	Academic year	The number of employed-full-time survey respondents who rated their TU education as excellent, good, or adequate for their job is divided by the number of employed-full-time survey respondents who answered that question.	Use prescribed survey methodology. Electronic controls allow population to only respond once. Only verified alumni are surveyed.	Reponses rates to surveys have been decreasing in recent years.	
Quality	The percentage of survey respondents who are enrolled in graduate school and who rated their TU education as excellent, good, or adequate for their advanced education.	MHEC Follow-Up Survey of Bachelor's Degree Recipients	Survey results are stored in datasets on a Towson University network share.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Online survey.	Every three years.	Academic year	The number of respondents who reported being enrolled in graduate school and who rated their TU education as excellent, good, or adequate for their advanced education is divided by the number of survey respondents who are enrolled in graduate school and who answered that question.	Use prescribed survey methodology. Electronic controls allow population to only respond once. Only verified alumni are surveyed.	Reponses rates to surveys have been decreasing in recent years.	

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Efficiency	Measures the expenditures from operating and capital budgets on facility renewal and renovation as a percentage of the total replacement value.	Towson University Budget Office, Towson University Facilities, USM Budget Office.	Capital budgets. USM replacement values.	University Budget Office, Director, Catherine Mattingly. cmattingly@towson.edu	Annual budget reports.	Annual	Fiscal Year	For the current and out year, the percentages figures for stateside renewal and replacement is derived by the University Budget Coordinator (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	The UBC reviews these figures for validity and consistency against prior years. The UBC forwards this information to the IRD.	n/a	

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Input	Measures the number of full-time equivalent students enrolled in distance education and off campus courses	Data are stored in the university's fall credit hour extract, which is produced by the Office of Institutional Research (OIR). OIR produces the extract by querying the university's student information system (PeopleSoft).	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Office of Institutional Research. Contact IR Director Tim Bibo, tbibo@towson.edu.	Data are extracted from the university's SIS using SAS and SQL logic. The data are stored in a SAS data set on the university's internal network.	Data are collected annually, as of the university's fall term enrollment census, which is scheduled approximately one week after the term's drop/add period.	Fall semester of the academic year.	The FTE of courses that take place off-campus or online is calculated as 15 undergraduate credits, 12 master's level credits, 10 doctoral level credits, or nine doctoral-research credits count as one FTE student.	OIR runs a series of integrity checks, based upon NCES, MHEC, and USM data requirements. Any failed checks are resolved by working with the responsible unit within the university (e.g. registrar, admissions, etc.) Data are also checked by uploading the fall enrollment file to data checking systems that are administered by MHEC and the	n/a	

**UB DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	Number of respondents who check full or part-time employment/ divided by total respondents to question.	MHEC Survey, Information System (EIS) database				3 Years	state fiscal year	Number of respondents who check full or part-time employment/divided by total respondents to question.			
Outcome	Number passing bar exam on first attempt divided by total first time takers.	ABA-LSAC, Official Guide to Law Schools				Annually	calendar year	Number passing bar exam on first attempt divided by total first time takers.			

**UB DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Non-traditional class-- includes on-line, independent study (use the table below called individualized studies), internships and study abroad divided by total number of students	MHEC: EIS				Annually	state fiscal year	Non-traditional class--includes on-line, independent study (use the table below called individualized studies), internships and study abroad divided by total number of students			

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Output	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.	MHEC: EIS, DIS				Annually	state fiscal year	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.			



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Output	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.	MHEC: EIS, DIS				Annually	state fiscal year	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.			
Quality	Number of respondents selecting excellent, good or fair to question	MHEC Survey				3 Years	state fiscal year	Number of respondents selecting excellent, good or fair to question			

**UB DATA DEFINITIONS AND CONTROL PROCEDURES**

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Quality	Number of students answering excellent, good or fair preparation divided by total respondents to the question.	MHEC Survey				3 Years	state fiscal year	Number of students answering excellent, good or fair preparation divided by total respondents to the question.			
Output	% graduation of first-time, full-time degree seeking for all undergraduate students	MHEC: EIS, DIS				Annually	state fiscal year	% graduation of first-time, full-time degree seeking for all undergraduate students			

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Output	% graduation of first-time, full-time degree seeking for all undergraduate African-American students.	MHEC: EIS, DIS				Annually	state fiscal year	% graduation of first-time, full-time degree seeking for all undergraduate African-American students.			
Output	# of African-America, American-Indian, Asian, Hispanic, Muti-racial and Hawaii who graduate from UB	DIS				Annually	state fiscal year	# of African-America, American-Indian, Asian, Hispanic, Muti-racial and Hawaii who graduate from UB			
Output	# of African-American undergrads divided by total Undergrads.	EIS				Annually	state fiscal year	# of African-American undergrads divided by total Undergrads.			

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Output	# of degree seeking undergrads, both full and part-time, who applied for Financial aid and who are determined to have financial need/divided by total number of degree seeking undergrads.	Common Data Set – To calculate: take the total from columns 2 and 3 ( "Full-time Undergraduate (incl Fresh.)" and "Less Than Full-time Undergraduate") of H2C of the CDS and divide by the total from H2A (columns 2 and 3). S-5 (FinAid)				Annually	state fiscal year	# of degree seeking undergrads, both full and part-time, who applied for Financial aid and who are determined to have financial need/divided by total number of degree seeking undergrads.			

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Outcome	Percentage of bachelor degree recipients in IT, MIS and Digital Entertainment who say they work in Maryland.	MHEC Survey				3 Years	state fiscal year	Percentage of bachelor degree recipients in IT, MIS and Digital Entertainment who say they work in Maryland.			
Output	Fees, sales and rentals.	Maryland Budget				Annually	federal fiscal year	Fees, sales and rentals.			
Output	Number of Awards	Maryland Budget				Annually	federal fiscal year	Number of Awards			
Output	Number of grants from federal sources divided by total number of all grants	Maryland Budget				Annually	federal fiscal year	Number of grants from federal sources divided by total number of all grants			

**UMB DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
output	Number of graduates from undergraduate nursing program (BSN)	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Baccalaureate degree awards for HEGIS code 120300 (Nursing)	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional practice Dentistry program (DDS)	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Professional Practice Doctorate Degree total awards for HEGIS code 120400 (Dentistry)	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional practice Law program (JD)	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Professional Practice Doctorate Degree total awards for HEGIS code 140100 (Law)	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional practice Medicine program (MD)	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Professional Practice Doctorate Degree total awards for HEGIS code 120600 (Medicine)	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional practice Nursing (DNP) program	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Professional Practice Doctorate Degree total awards for HEGIS code 120302 (Nursing Practice)	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional practice Pharmacy program (PharmD)	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Professional Practice Doctorate Degree total awards for HEGIS code 121100 (Pharmacy)	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional practice Physical Therapy (DPT and DScPT) programs	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Professional Practice Doctorate Degree total awards for HEGIS codes 120201 (Physical Therapy) and 120202 (Physical Therapy)	Subject to periodic audit	None	Peer institutions

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output	Professional Practice Doctorate Total	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Total M102 : M107	Subject to periodic audit	None	Peer institutions
output	Number of graduates of professional masters (MS) programs	UMB Student Information Management System	Degree Information System report to MHEC July – August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Master's Degree total awards for HEGIS codes 120100 (Palliative Care), 120732 (Forensic Medicine), 121411 (Health and Social Innovation), 129958 (Regulatory Science), 129960 (Health Science), 129961 (Pharmacometrics), 140102 (Master of Science in Law), 149900 (Cybersecurity Law), 149901 (Homeland Security and Crisis Management Law). Annually check for new professional masters programs to add.	Subject to periodic audit	None	Peer institutions
input	Grants/contract awards (\$M)	Total unduplicated grants and contracts as reported to the Board of Regents Education Policy Committee	USM Extramural Funding Report, based on data provided by ORD (includes UMBF and VA and other sources)	UMB ORD	Database query	Annual	FY 2018 value = FY 2018 Actual data	Sum of Awarded Obligated Amounts	Subject to periodic audit	None	Peer institutions
output	Cumulative number of active licenses or options	UMB Office of Research and Development	Association of University Technology Managers Licensing Survey as reported by UMB Office of Research and Development	UMB ORD	Database query and document review	Annual	FY 2018 value = FY 2018 AUTM report	AUTM Licensing Survey Question Number 9C	Subject to periodic audit	None	National AUTM Survey results

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output	Disclosures Received	UMB Office of Research and Development	Association of University Technology Managers Licensing Survey as reported by UMB Office of Research and Development	UMB ORD	Database query and document review	Annual	FY 2018 value = FY 2018 AUTM report	AUTM Licensing Survey Question Number 13A	Subject to periodic audit	None	National AUTM Survey results
output	New patent applications filed	UMB Office of Research and Development	Association of University Technology Managers Licensing Survey as reported by UMB Office of Research and Development	UMB ORD	Database query and document review	Annual	FY 2018 value = FY 2018 AUTM report	AUTM Licensing Survey Question Number 13C	Subject to periodic audit	None	National AUTM Survey results
outcome	Number of nationally recognized memberships and awards to UMB faculty	The Center for Measuring University Performance at Arizona State University and the University of Massachusetts Amherst	The Top American Research Universities	UMB IESPA	Document review	Annual	FY 2018 value = 2016 report = 2015 data	Sum of National Academy Memberships and Faculty Awards as reported for UMB	Assumed reliable	None	National research universities
outcome	Dentistry (DDS) graduation rate within 6 years (150% of time to degree)	UMB Student Information Management System	MHEC Enrollment Information System and Degree Information System files	UMB IESPA	Database queries	Semi Annual	Six year graduation rate for a four year program	Award of DDS degree to students in entering DDS Fall 2012 cohort by Spring 2018, equivalent to 150% of time to degree for a four year program	Subject to periodic audit	None	Peer institutions





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quality	Dentistry (ADEX) first time exam pass rate	The ADEX Dental Examination is administered by the Commission on Dental Competency Assessments for senior dental students.	Score results report	UMB IESPA	Data for UMB available only through UMB School of Dentistry	Annual	FY 2018 value = Class of 2017	The reported passing rate represents the number of Doctor of Dental Surgery graduates from each class who pass all five parts of the ADEX on the first try divided by all first time examinees. Calculation depicted at this URL: <a href="http://www.umaryland.edu/institutionalresearch/accountability/licensing-exam-pass-rates/">http://www.umaryland.edu/institutionalresearch/accountability/licensing-exam-pass-rates/</a>	Assumed reliable	None	Peer institutions
quality	Law (Maryland Bar) first time exam pass rate	The State Board of Law Examiners administers the Maryland bar examination twice each year in February and July. Pass rates for University of Maryland Carey School of Law Juris Doctor graduates are reported in the Standard 509 Information Report by the American Bar Association.	Score results report	UMB IESPA	Downloaded from website	Annual	FY 2018 value = February and July 2016 test takers	The reported passing rate represents the number of Juris Doctor graduates who pass the Maryland bar examination on the first try each year divided by all first time examinees. See URL for M210.	Assumed reliable	None	Peer institutions

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quality	Medicine (USMLE Step 2 CK) first time exam pass rate	The United States Medical Licensing Examination is a three-step examination for medical licensure in the United States and is sponsored by the Federation of State Medical Boards and the National Board of Medical Examiners (NBME).	Score results report	UMB IESPA	Data for UMB available only through UMB School of Medicine	Annual	FY 2018 value = July 2016 through June 2017 test takers	The Step 2 Clinical Knowledge exam is typically administered to fourth year medical students. Scores are reported by the NBME for exams administered between July 1 and June 30 each year. The reported passing rate represents the number of examinees who pass on the first try divided by all first time examinees.	Assumed reliable	None	Peer institutions
quality	Nursing BSN (NCLEX) first time exam pass rate	NCLEX examinations are developed and owned by the National Council of State Boards of Nursing (NCSBN). The NCSBN administers these examinations on behalf of the Maryland Board of Nursing which reports scores for graduates from the University of Maryland School of Nursing Bachelor of Nursing (BSN) program.	Score results report	UMB IESPA	Downloaded from website	Annual	FY 2018 value = July 2016 through June 2017 test takers	The National Council Licensure Examination is a nationwide examination for the licensing of nurses in the United States and Canada. The reported passing rate represents the number of examinees between July 1 and June 30 each year who pass the examination on the first try divided by all first time examinees. See URL for M210.	Assumed reliable	None	Peer institutions



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outcome	Dentistry (DDS) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May DDS graduates divided by number of May DDS graduates with debt			Peer institutions
outcome	Law Day and Evening (JD) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May JD graduates from Day and Evening programs divided by number of May JD graduates with debt			Peer institutions
outcome	Medicine (MD) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May MD graduates divided by number of May MD graduates with debt			Peer institutions
outcome	Nursing (MS,CNL,DNP) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May Nursing MS, CNL, and DNP graduates divided by number of May Nursing MS, CNL, and DNP graduates with debt			Peer institutions
outcome	Pharmacy (PharmD) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May PharmD graduates divided by number of May PharmD graduates with debt			Peer institutions
outcome	Physical Therapy (DPT) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May DPT graduates divided by number of May DPT graduates with debt			Peer institutions
outcome	Social Work (MSW) average debt of graduating students	UMB Office of Student Financial Assistance and Education	Special Report	UMB IESPA	Aggregation of actual financial aid records of graduating students	Annual	FY 2018 value = May 2018 graduates	Total debt of May MSW graduates divided by number of MSW graduates with debt			Peer institutions
input	Headcount enrollment of students educated entirely online	UMB Student Information Management System	Fall Term Enrollment Information System File – Distance Education Enrollment Code (DD100)	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2018	Students coded as enrolled exclusively in distance education (DD100 = '1')	Subject to periodic audit	None	Peer institutions

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outcome	Employment rate of graduates (undergraduates only)	MHEC Survey of Recent Alumni. Next scheduled administration Spring 2020.	Survey responses	UMB IESPA	Database query	Every 3 Years	FY 2017 value = 2017 survey, FY 2016 value = 2014 survey, FY 2015 value = 2011 survey, FY 2014 value = 2008 survey, FY 2013 value = 2005 survey	The percentage of bachelor's degree recipients who held full- or part-time jobs within one year of graduation.	Self reported by survey respondents	Survey conducted in 2002, 2005, 2008, 2011, 2014 and 2017.	Maryland institutions
quality	Graduates satisfaction with education (Nursing only)	MHEC Survey of Recent Alumni. Next scheduled administration Spring 2020.	Survey responses	UMB IESPA	Database query	Every 3 Years	FY 2017 value = 2017 survey, FY 2016 value = 2014 survey, FY 2015 value = 2011 survey, FY 2014 value = 2008 survey, FY 2013 value = 2005 survey	Ratio of survey responses by all School of Nursing graduates of "excellent" or "good" to all non-null responses to question: "Overall, how would you rate your educational experience at the School of Nursing?"	Self reported by survey respondents	Survey conducted in 2002, 2005, 2008, 2011, 2014 and 2017.	Maryland institutions
input	Joint Professional Masters enrollment: MS in Law (with UMCP)	UMB Student Information Management System		UMB IESPA	Database query	Annual	FY 2018 value = Fall 2018	Fall headcount of students enrolled in Master of Science in Law (HEGIS Code 140102)	Subject to periodic audit	None	USM institutions
input	Universities at Shady Grove enrollment: Nursing	UMB Student Information Management System	Regional Center Registration file and 2018 Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2018	Fall headcount of students enrolled in any Nursing program (currently BSN program with HEGIS Code 120300) where Course Assignment Location = "11 - Shady Grove"	Subject to periodic audit	None	USM institutions







UMB DATA DEFINITIONS AND CONTROL PROCEDURES

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input	Enrollment (total undergraduate)	UMB Student Information Management System	Fall Term Enrollment Information System File and UMB Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2017	Fall Headcount of Undergraduate Student Enrollment as defined by the MHEC S-7 Report of Preliminary Opening Fall Enrollment.	Subject to periodic audit	None	Peer institutions
input	Percent of minority of all undergraduates	UMB Student Information Management System	Fall Term Enrollment Information System File and UMB Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2017	The sum of undergraduate students identified as American Indian, African-American (Black), Asian, Hispanic, Pacific Islander, or Multi-Racial divided by the total number of undergraduates.	Subject to periodic audit	For legal reasons, UMB only reports minority enrollment attainment. No estimates are reported.	Peer institutions
input	Percent of African American of all undergraduates	UMB Student Information Management System	Fall Term Enrollment Information System File and UMB Ten Year Enrollment Projections	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2017	The sum of undergraduate students identified as African-American (Black) divided by the total number of undergraduates.	Subject to periodic audit	For legal reasons, UMB only reports minority enrollment attainment. No estimates are reported.	Peer institutions
output	Total bachelor's degree recipients	UMB Student Information Management System	Degree Information System report to MHEC July - August	UMB IESPA	Database query	Annual	Fiscal Year = Academic Year (Summer, Fall, and Spring). FY 2018 value = AY 2018 awards	Bachelors Degree total awards for the following HEGIS codes: 120300 (Nursing); 121300 (Dental Hygiene); and 122301 (Medical Laboratory Technologist).	Subject to periodic audit	None	Peer institutions
quality	Percent of replacement cost expended in facility renewal and renovation	USM Office of Capital Budget	USM Office of Capital Budget analysis	UMB IESPA	Review of financial reports	Annual	FY 2018 value = FY 2018 actual etc.	Expenditures from operating and capital budgets on facility renewal and renovation as a percentage of the total replacement value.	Subject to periodic audit	None	USM Institutions

UMB DATA DEFINITIONS AND CONTROL PROCEDURES

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input	Applicants to undergraduate nursing programs	UMB Student Information Management System	Fiscal 2014 through 2018: UMB IESPA application freeze file detail of applications reported in annual Application Information System (AIS) file.	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2017 actual etc.	Number of applications for undergraduate nursing program reported in annual Application Information System (AIS) file. Level = NS; Degree = BSN; Acceptance Codes = ALL	Subject to periodic audit	None	Peer institutions
outcome	Qualified applicants to undergraduate nursing programs denied admission	UMB Student Information Management System	Fiscal 2014 through 2018: UMB IESPA application freeze file detail of applications reported in annual Application Information System (AIS) file.	UMB IESPA	Database query	Annual	FY 2018 value = Fall 2017 actual etc.	Applications reported for M706 with Qualified Not Admitted (QN) or Waitlisted (WL) Acceptance Code	Subject to periodic audit	None	Peer institutions

UMBC DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	The percentage of bachelor's degree recipients who held full- or part-time jobs within one year of graduation.	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	Questions on the survey conform to the MHEC guidelines. Number of respondents reporting full or part time employment divided by the total survey sample.	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	
Quality	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.)	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	# of bachelor's degree recipients employed full-time within one year of graduation rating their education as excellent, good, or adequate (fair) preparation for their job divided by the total # of bachelor's degree recipients employed full-time within one year of graduation (including those who were undecided in the denominator.)	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	
Outcome	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	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	# 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 divided by the total # of bachelor's degree recipients answering the survey and responding to this question	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	

UMBC DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	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	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	# 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 divided by the total number of African-American bachelor's degree recipients responding to the survey	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	
Quality	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).	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	# 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) divided by # of bachelor's degree recipients who enrolled FT or PT in graduate or professional school within one year of graduation	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	
Outcome	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	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class –Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	# 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 divided by the	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	

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Outcome	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 not currently enrolled" in graduate or professional	MHEC follow-up survey of graduates conducted by UMBC IRADS	MHEC follow-up survey of graduates	UMBC IRADS	Data come from the One Year Follow-Up Survey of Bachelor's Degree Recipients. Surveys are administered to all bachelor's degree recipients with a viable mailing or email address from a graduating class -Fall (August), Winter (December) and Spring (May) one year after the May graduation. Surveys prior to FY2014 were mailed via U.S. Mail	This survey is currently conducted on a 3 year cycle.	2005 survey- 2004 bach degree recipients 2008 survey- 2007 bach degree recipients 2011 survey- 2010 bach degree recipients 2014 survey- 2013 bach degree recipients 2017 survey- 2016 bach degree recipients	# 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 not currently enrolled" in graduate or professional study) one year following	Questions on the survey conform to the MHEC guidelines.	Low response rates via surveys of students lead to relatively limited survey results	
Input	Number of students determined to be enrolled and accepted into UMBC's education program at the undergraduate level.	UMBC Dept. of Education	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.	UMBC Dept. of Education	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	Data are collected on a semester basis.	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	Count of the number of undergraduate students meeting the requirements to enroll in the UG education program.	All courses taken in the Education Department are Permission Only courses. For this reason, all undergraduate teacher candidates must see an adviser each semester. 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		

UMBC DATA DEFINITIONS AND CONTROL PROCEDURES

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Input	Number of graduate students enrolled in UMBC education graduate programs.	UMBC Student Administration system as reported by UMBC Dept of Education	PeopleSoft Student Administration/ REX Data Warehouse Student Term Table	UMBC Dept. of Education	Graduate school data as reported in the PeopleSoft Student Administration system provide the number of candidates reported. Graduate students who have not taken a course for several semesters are placed in an inactive file and are not included in the final count.	Data are collected on a semester basis. Enrollment data are reported on a fall term basis.	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	Count of the number of graduate students enrolled in graduate education programs and meeting the enrollment criteria (active).	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 inactive file and are not included in the final count.		
Output	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	UMBC Dept. of Education	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.	UMBC Dept. of Education	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 completors reflect that	Data are collected on a semester basis and reported on a academic/graduation year basis	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Number of UG students completing all the criteria outlined in the Description and Definitions of Terms	All courses taken in the Education Department are Permission Only courses. For this reason, all undergraduate teacher candidates must see an adviser each semester. 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		
Output	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	UMBC Student Administration system as reported by UMBC Dept of Education	PeopleSoft Student Administration/ REX Data Warehouse Degree Award table	UMBC Dept. of Education	Graduate students are awarded a degree as captured in the PeopleSoft Student Administration System. Degree data are frozen each semester and ETL procedures are used to pull the data into REX, UMBC's data warehouse. Reports from REX are used to disclose the number of degree recipients. The list of students from REX is then checked by the	Data are collected on a semester basis and reported on a academic/graduation year basis	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Number of graduate students meeting the criteria outlined in the Description and Definitions of Terms	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 inactive file and are not included in the final count.		

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Quality	The number of UG teacher candidates passing the Praxis II or NTE divided by the number of program completers.	UMBC Dept. of Education	Data fro this measure are kept in a database by the Education Dept and are supplemented by test data collected from ETS by the Education Dept.	UMBC Dept. of Education	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 information comes from ETS data files received by	Annually	FY 15: FY 14 FY 16: FY 15 FY 17: FY 16 FY 18: FY 17	All students must pass PRAXIS in order to be considered completers, so 100%	Data are reliable to the extent of the reliability of ETS.		
Quality	The number of graduate level teacher candidates passing the Praxis II or NTE divided by the number of program completers.	UMBC Student Administration system as reported by UMBC Dept of Education	Data fro this measure come from the PeopleSoft Student Adminiistration/ REX Data Warehouse Degree Award table and are supplemented by test data collected from ETS by the Education Dept.	UMBC Dept. of Education	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 information comes from ETS data files received by	Annually	FY 15: FY 14 FY 16: FY 15 FY 17: FY 16 FY 18: FY 17	All students must pass PRAXIS in order to be considered completers, so 100%	Data are reliable to the extent of the reliability of ETS.		
Input	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	PeopleSoft Student Administration/ REX Data Warehouse/ EIS data file submitted to MHEC	PeopleSoft Student Administration/ REX Data Warehouse/ EIS data file submitted to MHEC	IRADS	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 IRADS. 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 REX data warehouse. Reports are run against	Term	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	Unduplicated count of students enrolled in a specified term in a first major with a HEGIS (CIP) code as designated in the Description and Definitions of Terms.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data.		

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Output	Science Technology Engineering & Math bachelor's degrees (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	PeopleSoft Student Administration/ REX Data Warehouse student term table/ DIS data file submitted to MHEC	PeopleSoft Student Administration/ REX Data Warehouse degree award table/ DIS data file submitted to MHEC	IRADS	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 IRADS, 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.	Term collection reported on annual basis	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Count of students earning a bachelor's degree in a specified academic graduation year in a first major with a HEGIS (CIP) code as designated in the Description and Definitions of Terms.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data.		
Quality	Rank among 10 current peers in the % of bachelors degrees awarded in Science Technology Engineering & Math bachelor's degrees (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	PeopleSoft Student Administration/ REX Data Warehouse student term table/ DIS data file submitted to MHEC. IPEDS Data Center - Completions Survey	PeopleSoft Student Administration/ REX Data Warehouse degree award table/ DIS data file submitted to MHEC. IPEDS Completions Survey.	IRADS	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 IRADS, 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.	Term collection reported on annual basis	FY 15: FY 13 FY 16: FY 14 FY 17: FY 15 FY 18: FY 16	Count of students earning a bachelor's degree in a specified academic graduation year in a first major with a HEGIS (CIP) code as designated in the Description and Definitions of Terms.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data. Data reported to IPEDS are dependent on the reliability and accuracy of all reporting institutions.		



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Outcome	Companies who, having been provided space and services, have moved out into their own space.	Exec.Dir./UMBC Technology Center and Research Park	The UMBC Technology Center maintains a database of information on the companies associated with the Center.	Walter Schultz for Exec.Dir./UMBC Technology Center and Research Park	The UMBC Technology Center maintains a database of information on the companies associated with the Center.	Monthly	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Count of those companies receiving space and services from the Tech Center and Research Park who have moved out into their own space.	N/A	None	
Output	Total number of jobs created by companies in UMBC Technology Center & Research Park.	Exec.Dir./UMBC Technology Center and Research Park	The UMBC Technology Center maintains a database containing information on employees in the companies associated with the Center.	Walter Schultz for Exec.Dir./UMBC Technology Center and Research Park	The UMBC Technology Center maintains a database containing information on employees in the companies associated with the Center.	Monthly	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Count of jobs created by companies in UMBC Technology Center & Research Park.	N/A	None	
Outcome	Number of invention disclosures, no matter how comprehensive, counted by institution (as reported to USM for AUTM)	UMBC Office of Technology Development	Data are recorded in a spreadsheet maintained in the UMBC Office of Technology Development.	Wendy Martin - UMBC Office of Technology Development	Data are collected from the fiscal year report on invention disclosures to USM.	Annually	FY 15: 3 yr. average for FY13, FY14, FY15 FY 16: 3 yr. average for FY14, FY15, FY16 FY 17: 3 yr. average for FY15, FY16, FY17 FY 18: 3 yr. average for FY16, FY17, FY18	Average number of invention disclosures reported in a three year period.	N/A	None	

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Input	Race/Ethnicity=Black/African-American	PeopleSoft Student Administration/ REX Data Warehouse student term table	PeopleSoft Student Administration/ REX Data Warehouse student term table	IRADS	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 IRADS. Data are stored in the REX data warehouse. Reports are run against the data using Excel, Reporting Services and SAS. Data are reported each term (enrollments/EIS file) to	Term	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	# of undergraduate students identifying as Black/African American divided by the total number of undergraduate students enrolled.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data	None	
Input	Minority: Race/Ethnicity=Black/African-American, Hispanic, Asian American, Native American, 2 or More Races	PeopleSoft Student Administration/ REX Data Warehouse student term table	PeopleSoft Student Administration/ REX Data Warehouse student term table	IRADS	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 IRADS. Data are stored in the REX data warehouse. Reports are run against the data using Excel, Reporting Services and SAS. Data are reported each term (enrollments/EIS file) to	Term	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	# of undergraduate students identifying as Black/African American, Hispanic, Asian American, Native American, or 2 or More Races divided by the total number of undergraduate students enrolled.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data	None	

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	The percentage of students identifying as Black/African-American among 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, as reported by UMBC and other institutions in the MAC2 Data Collection system.	EIS files submitted to MHEC by UMBC IRADS	IRADS	Data provided by MHEC. Data are compiled using the EIS files from each institution. At UMBC, EIS reports are from the REX datawarehouse which stores data collected in the PeopleSoft Student Administration system.	Term for EIS	FY 15: cohort of F2013 FY 16: cohort of F2014 FY 17: cohort of F2015 FY 18: cohort of F2016	The number of Black/African American first-time full-time degree seeking new freshmen who re-enrolled at any Maryland public four-year institution one year after matriculation divided by the total number of Black/African American first-time full-time degree seeking new freshmen in the fall cohort.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data. Data are reported to USM and MHEC and they calculate the retention and graduation rates of UMBC students at other Maryland public institutions.	Retention & graduation rates are based on matching the student ID from the student term table of the cohort term with degree award data. Internally, we use a unique UMBC identifier. MHEC rates are based on frozen EIS and DIS files, and rely on the SSN as an identifier. If changes in SSN are not properly captured, students <del>retained or graduated</del>	
Output	The percentage of students identifying as Black/African-American among 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, as reported by UMBC and other institutions in the MAC2 Data Collection system.	EIS and DIS files submitted to MHEC by UMBC IRADS	IRADS	Data provided by MHEC. Data are compiled using the EIS and DIS files from each institution. At UMBC, EIS and DIS data reports are from the REX datawarehouse which stores data collected in the PeopleSoft Student Administration system.	Term for EIS/ Annual for DIS	FY 15: cohort of F2008 FY 16: cohort of F2009 FY 17: cohort of F2010 FY 18: cohort of F2011	The number of Black/African American first-time full-time degree seeking new freshmen who graduated within 6 years from any Maryland public four-year institution divided by the total number of Black/African American first-time full-time degree seeking new freshmen in the fall cohort.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data. Data are reported to USM and MHEC and they calculate the retention and graduation rates of UMBC students at other Maryland public institutions.	Retention & graduation rates are based on matching the student ID from the student term table of the cohort term with degree award data. Internally, we use a unique UMBC identifier. MHEC rates are based on frozen EIS and DIS files, and rely on the SSN as an identifier. If changes in SSN are not properly captured, students <del>retained or graduated</del>	

UMBC DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	Full-time equivalent Students (FTES) = 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)	PeopleSoft Student Administration/ REX Data Warehouse student term table for student data. PeopleSoft Human Resources System / REX Data Warehouse Employees table for faculty data	REX Student Term table and Employees table.	IRADS	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 IRADS. Data are stored in the REX data warehouse. Reports are run against the data using Excel, Reporting Services and SAS. Data are reported each term ( <i>enrollments/EIS file</i> ) to	Term for student, twice annually for Employees.	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	FTES (Full-time students plus one-third part time students) divided by Full-time instructional faculty with rank of professor, associate professor, assistant professor, instructor & lecturer	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data	N/A	
Output	The percentage 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, as reported by UMBC and other institutions in the MAC2 Data Collection system.	EIS submitted to MHEC by UMBC IRADS	IRADS	Data provided by MHEC. Data are compiled using the EIS files from each institution. At UMBC, EIS reports are from the REX datawarehouse which stores data collected in the PeopleSoft Student Administration system.	Term for EIS	FY 15: cohort of F2013 FY 16: cohort of F2014 FY 17: cohort of F2015 FY 18: cohort of F2016	The number of first-time full-time degree seeking new freshmen who re-enrolled at any Maryland public four-year institution one year after matriculation divided by the total number of first-time full-time degree seeking new freshmen in the fall cohort.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data. Data are reported to USM and MHEC and they calculate the retention and graduation rates of UMBC students at other Maryland public institutions.	Retention & graduation rates are based on matching the student ID from the student term table of the cohort term with degree award data. Internally, we use a unique UMBC identifier. MHEC rates are based on frozen EIS and DIS files, and rely on the SSN as an identifier. If changes in SSN are not properly captured, students <i>obtained or graduated</i>	
Quality	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)	PeopleSoft Student Administration/ REX Data Warehouse student term table for student data. PeopleSoft Human Resources System / REX Data Warehouse Employees table for faculty data. IPEDS data for peers from IPEDS Data Center	REX Student Term table and Employees table. IPEDS Enrollment and Human Resources surveys.	IRADS	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 IRADS. Data are stored in the REX data warehouse. Reports are run against the data using Excel, Reporting Services and SAS. Data are reported each term ( <i>enrollments/EIS file</i> ) to	Term, twice annually and annually for IPEDS.	FY 15: Fall 14 FY 16: Fall 15 FY 17: Fall 16 FY 18: Fall 17	FTES (Full-time students plus one-third part time students) divided by Full-time instructional faculty with rank of professor, associate professor, assistant professor, instructor & lecturer calculated for each institution and then ordered from highest to lowest.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data. Data reported to IPEDS are dependent on the reliability and accuracy of all reporting institutions.		

UMBC DATA DEFINITIONS AND CONTROL PROCEDURES

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Output	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, as reported by UMBC and other institutions in the MAC2 Data Collection system.	EIS and DIS files submitted to MHEC by UMBC IRADS	IRADS	Data provided by MHEC. Data are compiled using the EIS and DIS files from each institution. At UMBC, EIS and DIS data reports are from the REX datawarehouse which stores data collected in the PeopleSoft Student Administration system.	Term for EIS/ Annual for DIS	FY 15: cohort of F2008 FY 16: cohort of F2009 FY 17: cohort of F2010 FY 18: cohort of F2011	The number of first-time full-time degree seeking new freshmen who graduated within 6 years from any Maryland public four-year institution divided by the total number of first-time full-time degree seeking new freshmen in the fall cohort.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data. Data are reported to USM and MHEC and they calculate the retention and graduation rates of UMBC students at other Maryland public institutions.	Retention & graduation rates are based on matching the student ID from the student term table of the cohort term with degree award data. Internally, we use a unique UMBC identifier. MHEC rates are based on frozen EIS and DIS files, and rely on the SSN as an identifier. If changes in SSN are not properly captured, students captured or graduated	
Output	Number of degrees awarded at the doctoral/ Ph.D. level in a given academic year.	PeopleSoft Student Administration/ REX Data Warehouse student term table/ DIS data file submitted to MHEC	PeopleSoft Student Administration/ REX Data Warehouse degree award table/ DIS data file submitted to MHEC	IRADS	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 IRADS, 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	Term collection reported on annual basis	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Count of students earning a Ph.D. in a specified academic graduation year.	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data.		

UMBC DATA DEFINITIONS AND CONTROL PROCEDURES

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Output	UMBC \$s in total Federal Research & Development expenditures (NSF) in Science & Engineering per FT Faculty (as defined by AAUP: full-time instructional faculty in ranks of professor, associate professor, and assistant professor)	NSF Higher Education Research & Development (HERD) Survey as completed by UMBC Finance Office, PeopleSoft Human Resources/REX Employees table.	NSF HERD Survey submission. PeopleSoft Human Resources/REX Employees table.	Financial Services, IRADS	The HERD survey is completed using information from the Office of Research at UMBC and the Finance Office. Data on faculty come from the UMBC PeopleSoft Human Resources system. These data are captured in data freezes on Nov 1 and Apr 1 each academic year. Data are stored in the REX data warehouse. Reports are run against the data using Excel	Annually, twice annually for faculty data	FY 15: Fall 13 Faculty/FY 14\$ FY 16: Fall 14 Faculty/FY 15\$ FY 17: Fall 15 Faculty/FY 16\$ FY 18: Fall 16 Faculty/FY 17\$	(UMBC \$s in total Federal Research & Development expenditures (NSF) in Science & Engineering divided by the number of FT Faculty (as defined by AAUP: full-time instructional faculty in ranks of professor, associate professor, and assistant professor)) * 100	Data quality checks and edits are performed by the REX data warehousing team in IRADS and DoIT each term to ensure the highest possible integrity of our data.		
Quality	Rank among current peers in 5-year average annual growth rate in federal Research & Development expenditures in Science & Engineering disciplines	NSF Higher Education Research & Development (HERD) Survey	Excel file with data collected from the NSF HERD survey ( <a href="https://www.nsf.gov/statistics/srvyherd/#tabs-2">https://www.nsf.gov/statistics/srvyherd/#tabs-2</a> )	IRADS	Excel data tables are downloaded from the NSF HERD survey site. Data are then manually transferred to another Excel file capturing the information for UMBC and peer institutions, removing medical R&D \$s where appropriate using copy & paste	Annually	FY 15: FY 08-FY 13 FY 16: FY 09-FY 14 FY 17: FY 10-FY 15 FY 18: FY 11-FY 16	Five most recent years of data are collected: \$s in federal R&D less medical \$s in federal R&D. Average annual increase in Fed R&D less medical= Year 5 \$ minus Year 1 \$)/5	Data are subject to the reliability of the survey submissions by UMBC and peer institutions. All formulas and transcribed data are double-checked for accuracy.	Limited to reliability of other institutions submissions.	

UMBC DATA DEFINITIONS AND CONTROL PROCEDURES

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Efficiency	% of replacement cost expended in facility renewal and renovation	USM Office of Capital Budget	USM Office of Capital Budget	UMBC Financial Services	These data are obtained from the USM Office via our Financial Services office. The communication containing this data – usually e-mail- is copied and kept with our MFR Data Collection Manual for each year.	Annually	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	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	Finance data subject to audits		
Efficiency	Rate of operating budget savings	Efficiency Efforts of the USM	Efficiency Efforts of the USM	UMBC Financial Services	These data are obtained from the USM Office via our Financial Services office. The communication containing this data – usually e-mail- is copied and kept with our MFR Data Collection Manual for each year.	Annually	FY 15: FY 15 FY 16: FY 16 FY 17: FY 17 FY 18: FY 18	Detailed definition included in report. Efficiency includes specific actions resulting on cost savings; cost avoidance; strategic reallocation; and revenue enhancement	Finance data subject to audits		

**UMCP DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	Difference in graduation rates between all students and African American students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	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.	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort (Est.)	N/A
Outcome	Difference in graduation rates between all students and Hispanic students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	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.	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort (Est.)	N/A
Output	Percentage of minority undergraduate students enrolled in UM	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://www.irpa.umd.edu/CampusCounts/Enrollments/studentprofile_allug.pdf">https://www.irpa.umd.edu/CampusCounts/Enrollments/studentprofile_allug.pdf</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from "Campus Counts," an institutional report available to the campus community located at <a href="https://www.irpa.umd.edu/CampusCounts/Enrollments/studentprofile_allug.pdf">https://www.irpa.umd.edu/CampusCounts/Enrollments/studentprofile_allug.pdf</a>	Annual	FY	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	Internal data checks	2014: Fall 2013 2015: Fall 2014 2016: Fall 2015 2017: Fall 2016 2018: Fall 2017 2019: Fall 2018 (Est.) 2020: Fall 2019 (Est.)	N/A



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Output	Second-year freshman retention rate: All UM students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The percentage of first-time, full-time degree-seeking undergraduates who re-enrolled at the University of Maryland, College Park one year after matriculation.	Internal data checks	2014: Fall 12 cohort 2015: Fall 13 cohort 2016: Fall 14 cohort 2017: Fall 15 cohort 2018: Fall 16 cohort 2019: Fall 17 cohort	N/A
Output	Second-year freshman retention rate: All UM minority students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	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	Internal data checks	2014: Fall 12 cohort 2015: Fall 13 cohort 2016: Fall 14 cohort 2017: Fall 15 cohort 2018: Fall 16 cohort 2019: Fall 17 cohort	N/A
Output	Second-year freshman retention rate: UM African American students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	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.	Internal data checks	2014: Fall 12 cohort 2015: Fall 13 cohort 2016: Fall 14 cohort 2017: Fall 15 cohort 2018: Fall 16 cohort 2019: Fall 17 cohort	N/A

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Second-year freshman retention rate: UM Hispanic students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	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.	Internal data checks	2014: Fall 12 cohort 2015: Fall 13 cohort 2016: Fall 14 cohort 2017: Fall 15 cohort 2018: Fall 16 cohort 2019: Fall 17 cohort	N/A
Output	First-time freshman 6-year graduation rate: All UM students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The percentage of first-time, full-time degree-seeking undergraduates who graduated from the University of Maryland, College Park within six years of matriculation.	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort	N/A
Output	First-time freshman 6-year graduation rate: All UM minority students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	The percentage of African American, Asian American, Hispanic, or Native American first-time, full-time degree-seeking undergraduates who graduated from the University of Maryland, College Park within	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort	N/A

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Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	First-time freshman 6-year graduation rate: UM African American students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	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.	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort	N/A
Output	First-time freshman 6-year graduation rate: UM Hispanic students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse <a href="https://reports.umd.edu/">https://reports.umd.edu/</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from reports.umd.edu, an institutional report available to the campus community. The data are aggregated by IRPA staff and stored with the MFR	Annual	FY	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.	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort	N/A
Output	New full-time undergraduate transfer 4-year graduate rate: All UM students	Student Achievement Measure	<a href="http://www.studentachievementmeasure.org/participants/163286">http://www.studentachievementmeasure.org/participants/163286</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from the Student Achievement Measure located at <a href="http://www.studentachievementmeasure.org/participants/163286">http://www.studentachievementmeasure.org/participants/163286</a> . Click on "view detail data for graph" to	Annual	FY	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	Internal data checks	2014: Fall 10 cohort 2015: Fall 11 cohort 2016: Fall 12 cohort 2017: Fall 13 cohort 2018: Fall 14 cohort 2019: Fall 15 cohort	N/A

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Output	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	<a href="http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html">http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are collected from the Cohort Default Rate Database located at <a href="http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html">http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html</a>	Annual	FY	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	Internal data checks	2014: Federal FY 2010 2015: Federal FY 2011 2016: Federal FY 2012 2017: Federal FY 2013 2018: Federal FY 2014 2019: Federal FY 2015 (Est.)	N/A
Output	First-time freshman 6-year graduation rate: UM low financial resource students	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are extracted from the IRPA data warehouse by IRPA staff.	Annual	FY	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. Low financial resource students	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort (Est.)	N/A

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Output	Total R&D expenditures, as reported by NSF	National Science Foundation	<a href="https://ncesdata.nsf.gov/profiles/site?method=rankingBySource&amp;ds=herd">https://ncesdata.nsf.gov/profiles/site?method=rankingBySource&amp;ds=herd</a>	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are reported to NSF through the Comptroller's Office by the Manager for Accounting and Reporting. The NSF survey ( <a href="https://ncesdata.nsf.gov/profiles/site?method=ranking">https://ncesdata.nsf.gov/profiles/site?method=ranking</a> )	Annual	FY	\$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	Internal data checks are completed before sharing data with outside organization.	2014: FY 13 2015: FY 14 2016: FY 15 2017: FY 16 2018: FY 17 2019: FY 18 (Est.) 2020: FY 19 (Est.)	N/A

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Output	Total number of annual alumni donors	Institution/Division of University Relations	These data are reported by the Vice President for University Relations.	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are reported by the Vice President for University Relations.	Annual	FY	Total number of annual alumni donors.	Internal data checks	2014: FY 13 2015: FY 14 2016: FY 15 2017: FY 16 2018: FY 17 2019: FY 18 (Est.) 2020: FY 19 (Est.)	N/A
Output	Percentage of UM Graduates employed in Maryland one year after graduation	Institution/Institutional Research, Planning and Assessment	Alumni Follow-Up Surveys of Graduates	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	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.	Triennial	FY	Percentage of UM alumni survey respondents indicating they were employed in Maryland approximately one year after graduation. Graduates completed the Alumni Follow-Up	Internal data checks	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 2020 Survey: FY 19 grads (Est.)	N/A

**UMCP DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of UM Graduates employed full- or part-time one year after graduation	Institution/Institutional Research, Planning and Assessment	Alumni Follow-Up Surveys of Graduates	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	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.	Triennial	FY	Percentage of UM alumni survey respondents indicating they were employed full- or part-time approximately one year after graduation. Graduates completed the Alumni Follow-Up	Internal data checks	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 2020 Survey: FY 19 grads	N/A
Output	Number of UM STEM (science, technology, engineering, and math) field degrees	Institution/Institutional Research, Planning and Assessment	Frozen Data Warehouse	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	These data are extracted from the IRPA data warehouse by IRPA staff.	Annual	FY	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; (13) Bus, (14) (17)	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort	N/A
Outcome	Number of UM teacher education program completers (including undergraduate, masters, post-baccalaureate/non-degree)	Institution/College of Education	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	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	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	Annual	FY	Undergraduate program completers include students who have completed the Upper Division Certificate in Secondary Education, and students who have completed the	Internal data checks	2014: Fall 07 cohort 2015: Fall 08 cohort 2016: Fall 09 cohort 2017: Fall 10 cohort 2018: Fall 11 cohort 2019: Fall 12 cohort	N/A

**UMCP DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Quality	% of alumni satisfied with education received for employment one year after graduation	Institution/Institutional Research, Planning and Assessment	Alumni Follow-Up Surveys of Graduates	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	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.	Triennial	FY	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)	Internal data checks	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 2020 Survey: FY 19 grads (Est.)	N/A
Quality	% of alumni satisfied with education received for graduate or professional school one year after graduation	Institution/Institutional Research, Planning and Assessment	Alumni Follow-Up Surveys of Graduates	<a href="mailto:irpa@umd.edu">irpa@umd.edu</a>	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.	Triennial	FY	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	Internal data checks	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 2020 Survey: FY 19 grads (Est.)	N/A



**UMES DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)
Quality	Undergraduate students who complete teacher training and pass PRAXIS II	Chair, UMES Department of Education	Educational Services Title II Report	Chair, UMES Dept. of Education	Chair, Department of Education collects ETS Single Assessment Institution Pass Rate Data - Regular Preparation Program and the Maryland Title II State Report and IR Director reviews and	FY 17: Fall 14 + Spring 15 ( ETS Title II Report October 2016) FY 18: Fall 15 + Spring 16 (ETS Title II Report October, 2017)	Fall 15 + Spring 16 (ETS Title II Report October, 2017)	Students who successfully complete PRAXIS II as percentage of undergraduate students who complete teacher training
Quality	Students satisfied with education received for employment	Director, UMES Institutional Research	MHEC Alumni Follow-up Survey	Director Office of Institutional Research	Every three years Director of Institutional Research Administers a follow-up survey of alumni that includes a question on their satisfaction with their preparation by UMES for their current jobs	Triennial Survey, next survey will be conducted in 2020	Triennial Report -Not Applicable for reporting period	Percent alumni expressing satisfaction with education received for employment in triennial survey
Quality	Students satisfied with education for graduate/professional school	Director, UMES Institutional Research	MHEC Alumni Follow-up Survey	Director Office of Institutional Research	Every three years Director of Institutional Research Administers a follow-up survey of alumni that includes a question on their satisfaction with their preparation by UMES for graduate/professional	Triennial Survey, next survey will be conducted in 2020	Triennial Report -Not Applicable for reporting period	Percent alumni expressing satisfaction with education received for graduate/professional studies in triennial survey

**UMES DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)
Outcome	Enrolled undergraduate students whose parents (mother of father) did not attend college	Offices of UMES Institutional Research and Admissions	MHEC EIS file and PeopleSoft Database	Directors of Admissions & Institutional Research	IR Director or his designee retrieves enrollment data entered into PeopleSoft database by Director of Admissions	FY 18: Fall 17 Actual freshman enrollment	Fall 17 Actual freshman enrollment	Headcount first-time first generation students enrolled as a percentage of all first time freshmen
Input	Enrolled undergraduate students	Offices of UMES Admissions & Institutional Research	MHEC EIS File, PeopleSoft Database	Directors of Institutional Research & Admissions	IR Director or his designee retrieves enrollment data entered into PeopleSoft database by Director of Admissions	FY 18: Fall 17 Actual	Fall 17 Actual Enrollment	Headcount undergraduate students enrolled
Input	Enrolled non-african undergraduate students	Offices of UMES Admissions & Institutional Research	MHEC EIS File, PeopleSoft Database	Directors of Institutional Research & Admissions	IR Director retrieves enrollment data entered into PeopleSoft database by Director of Admissions	FY 18: Fall 17 Actual	Fall 17 Actual Enrollment	Headcount non-African American undergraduate students enrolled
Input	Students enrolled in distance education courses	Offices of Registrar & Institutional Research	MHEC Course Information System File, PeopleSoft Database	UMES Registrar and Director of Institutional Research	IR Director or his designee retrieves course registration data from PeopleSoft database	FY15: Fall 14 + Spring 15; FY 16: Fall 15+ Spring 16; FY 17 Fall 16 + Spring 17; FY 18: Fall 17+Spring 18	Fall 17+Spring 18 Course Registration	Enrollment in courses delivered off-campus or delivered using IVN or online technology

**UMES DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)
Input	Students enrolled in courses delivered off-campus	Offices of Registrar & Institutional Research	MHEC Course Information System File, PeopleSoft Database	UMES Registrar and Director of Institutional Research	IR Director or his designee retrieves course registration data from PeopleSoft database	FY15: Fall 14 + Spring 15; FY 16: Fall 15+ Spring 16; FY 17 Fall 16 + Spring 17; FY 18: Fall 17+Spring 18	Fall 17+Spring 18 Course Registration	Enrollment in courses at off-campus sites
Outcome	Enrolled students receiving Pell Grants	Offices of UMES Institutional Research and Financial Aid	MHEC FAIS File, PeopleSoft Database	Directors of Financial Aid and Institutional Research	Every year Director of Financial Aid collects data of Pell Grant recipients (i.e., students with EFC = \$0-\$200)	FY 18: Fall 17 Actual enrollment	Fall 17 Actual Enrollment	Percentage of <i>unduplicated</i> recipients of Pell grant for fall and spring of each year as qualified by FAFSA
Input	Undergraduate teacher education headcount enrollment	Chair, UMES Department of Education & Office of Registrar	UMES Dept. of Education Assessment System, PeopleSoft Database	Chair, Dept of Education, Directors of Admission & Institutional Research	PRAXIS I Coordinator compiles a list of students enrolled in teacher education program (i.e., students who pass PRAXIS I )	FY 18: Fall 17 + Spring 18	Fall 17 + Spring 18 Actual Enrollment	Number of students admitted to teacher education program practicum

**UMES DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)
Output	Teacher education completers	Chair, UMES Department of Education & Office of Registrar	UMES Dept. Of Education Assessment System, PeopleSoft Database	Chair, Dept of Education, Registrar & Director, Institutional Research	Chair, UMES Department of Education obtains the data from the Title II State Report	FY 17: Fall 2016 + Spring17	Fall 2016 + Spring17	Number of graduates from teacher education programs
Output	Graduates in STEM programs	Director, UMES Institutional Research	MHEC DIS File, PeopleSoft Database	Director, Institutional Research and Registrar	IR Director or his designee retrieved data from the Degree Information System File in STEM based programs	FY 18: Fall 17 + Spring 18	Fall 17 + Spring 18	Number of students graduating from STEM programs (i.e., Science, Technology Engineering, Mathematics)
Output	First-year full-time students returning to UMES or any four-year public university in Maryland	MHEC, USM, Offices of Registrar and Institutional Reserach	MHEC Retention & Graduation Report	Director, Institutional Research	IR Director or his designee retrieved the data from the MHEC Graduation Report	FY 18: Cohort of 2016	Cohort of 2016	Percentage of first-time, full-time degree-seeking undergraduate students from UMES who re-enroll at UMES or ANY other four-year institution, one year after matriculation

**UMES DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)
Output	First year, full-time student cohort graduation in six years at UMES or any four-year public university in Maryland	MHEC, USM, Offices of Registrar and Institutional Reserach	MHEC Retention & Graduation Report	Director, Instittutional Research	IR Director or his designee retrieved the data from the MHEC Graduation Report	FY 18: Cohort of 2011	Fall 2014, Spring 2015; Fall 2016, Spring 2017	First-time, full-time degree-seeking undergraduates from UMES who graduate from ANY Maryland public, four-year institution within 6 years of matriculation
Output	First-time full-time African American students returning for their 2nd year to UMES or any four-year public university in Maryland	MHEC, USM, Offices of Registrar and Institutional Reserach	MHEC Retention & Graduation Report	Director, Instittutional Research	IR Director or his designee retrieved the data from the MHEC Graduation Report	FY 15: Cohort of 2013; FY 16: Cohort of 2014; FY 17: Cohort of 2015; FY 18: Cohort of 2016	Cohort of 2016	Percentage of first-time, full-time degree-seeking undergraduate African American students from UMES who re-enroll at UMES or ANY other four-year public institution one year
Output	First year, full-time African American student cohort graduation in six years at UMES or any four-year public university in Maryland	MHEC, USM, Offices of Registrar and Institutional Reserach	MHEC Retention & Graduation Report	Director, Instittutional Research	IR Director or his designee retrieved the data from the MHEC Graduation Report	FY 18: Cohort of 2011	Fall 2014, Spring 2015; Fall 2016, Spring 2017	First-time, full-time degree-seeking undergraduates from UMES who graduate from ANY Maryland public, four-year institution within 6 years of matriculation

**UMES DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)
Outcome	Funds from fund-raising campaigns	Director, Advancement Services, Institutional Advancement	USMD Foundation Office Database, UMES Division of Institutional Advancement Database	Director, Advancement Services	Director of Advancement Services retrieves the data from reports issued by the Vice Presidents for Finance in the USM Advancement Office	FY 2018: July 1, 2017-June 30, 2018	July 1, 2017-June 30, 2018	Amount (in millions of dollars) of funds received/raised annually through philanthropic activities
Efficiency	Operating budget savings	Vice President, Administrative Affairs	UMES Division of Administrative Affairs Database	Vice President, Administrative Affairs	Vice President for Administrative Affairs acquires the data from each department/operational unit relative to planned efficiency efforts	FY 18: Fiscal Year 17	Fiscal Year 17	Percent of state budget funds saved for reallocation to prioritized university initiatives

Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
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	100% PRAXIS II pass rate exceeds the target and UMES will work to maintain this rate	
Alumni survey data were reviewed and entered into the MFR objectives /outcomes summary by IR Director and signed off by the President or her designee	The next Alumni Survey will be conducted in 2019. Meanwhile, UMES will strive to increase the response rate	
Alumni survey data were reviewed and entered into the MFR objectives /outcomes summary by IR Director and signed off by the President or her designee	The next Alumni Survey will be conducted in 2019. Meanwhile, UMES will strive to increase the response rate	

Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
IR Director retrieved first generation data from fall 2017 incoming freshmen, establishes their first generation status, computed them as a percentage of total first time freshmen, the data were then reviewed	UMES is exceeding the target for this objective and no changes are suggested at this time	
Data for enrollment of all undergraduate students were compiled by IR Director from freeze EIS file and reviewed by the President or her designee before submission to the	UMES student enrollment has been on a downward trend since fall 2016. A comprehensive review of admissions and financial aid processes is being conducted	
Data for non-African American students were compiled by IR Director from freeze EIS file and reviewed by the President or her designee before submission to the <u>LISM MHEC</u>	UMES student enrollment has been on a downward trend since fall 2016. A comprehensive review of admissions and financial aid processes is being conducted	
Registration Data for courses delivered off-campus and via IVN were retrieved by IR Associate Director from three tables--Course Component,, Student enrollment, and Student Academic Record--	Sub-goal 1.1 of UMES 2018-2023 Strategic Plan speaks to the need to expand the capacity to offer unique/critical need programs by traditional and online mode of delivery	



Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
<p>Registration Data for courses delivered at off-campus sites were retrieved by IR Associate Director from three tables--Course Component, Student enrollment, and Student Academic Record--</p>	<p>Sub-goal 1.1 of UMES 2018-2023 Strategic Plan speaks to the need to expand the capacity to offer unique/critical need programs by traditional and online mode of delivery</p>	
<p>Data files for fall and spring were matched to eliminate duplication by IR Associate Director and expressed as a percentage of the total student enrollment for fall 2017. The</p>	<p>UMES exceeded its target for enrollment of Pell Grant recipients and consequently, no new strategies for student enrollment are proposed for this category at this time</p>	
<p>PRAXIS Coordinator compiled list of students enrolled in teacher education program.; list was checked by the Chair of Education for accuracy and reviewed by IR</p>	<p>UMES has enhanced its recruitment strategies including designated faculty member to work closely with Maryland teaching Academies a pipeline of students</p>	

Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Data obtained from Title II State Report are cross-checked with ETS Single Assessment Institution Pass-Rate Report for 2016-2017 Academic Year are checked by IR Director and Chair	UMES has strengthened its support for students who struggle passing the required test (i.e., PRAXIS I) and uses team approach to provide learning and testing skilld and content knowledge	
Associate IR Director retrieves STEM graduate data from Degree Information System for fall aand spring of reporting academic year, reviewed by IR Director and signed off by the	UMES is considering establishing a position for a dedicated recruiter for STEM and an enrollment support process that ensures students persist and are successful	
IR Director, retrieved second-year retention data of all fall 2016 first-time full-time degree seeking students from MHEC Retention and Graduation Report that is based on	A systematic review of all student retention initiatives will be undertaken to determine their effectiveness and new best practice initiatives identified and implemented	

Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
IR Director, retrieved six-year graduation data of all fall 2011 first-time full-time degree seeking students from MHEC Retention and Graduation Report that is based on	A six -year all student graduation rate of 45% with a target of 50% for 2019 shows that UMES is on track	
IR Director, retrieved second-year retention data of fall 2016 African American first-time full-time degree seeking students from MHEC Retention and Graduation Report	A systematic review of African American student retention initiatives will be undertaken to determine their effectiveness and new best practice initiatives identified and implemented	
IR Director, retrieved six-year graduation data of all fall 2011 first-time full-time degree seeking African American students from MHEC Retention and Graduation Report	A six -year African American student graduation rate of 46% with a target of 50% for 2019 shows that UMES is on track	

Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
<p>Director of Advancement Services at the University of Maryland Eastern Shore retrieved the data and VP for Advancement at UMES signed off on</p>	<p>UMES did not reach its fund-raising target of \$2 million. Consequently, it will continue to engage with its donors and potential donors including those within the University</p>	
<p>Director of Budget obtained data from each operational unit relative to planned efficiency efforts and actual outcomes provided at the end of fiscal year. Aggregated savings</p>	<p>UMES exceeded its target of its operating budget savings by 200% (i.e., target was 1% and the 2018 actual was 3%)</p>	

UMUC DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	This measure refers to the unduplicated headcounts for undergraduate students.	The Office of Accreditation, Compliance, and Reporting	EIS	Shannon Acton	Freeze data is used to generate EIS file and stored in a database.	Annual	Fall	The headcounts are produced using the EIS definition for undergraduate students.	The EIS is put through MHEC and USM edit checks to ensure accuracy.	None	NA
Output	The number of students graduating with a bachelor's degree	The Office of Accreditation, Compliance, and Reporting	DIS	Shannon Acton	Freeze data is used to generate DIS file and stored in a database.	Annual	Fiscal Year	DIS definition of degree recipients is used.	The DIS is put through MHEC and USM edit checks to ensure accuracy.	Please note, this is not the number of bachelor's degrees awarded	NA
Outcome	Rate of bachelors degree recipients who were employed one year after graduation. Alumni are asked for their current job status, and if they hold a job, whether they are full- or part-time.	The Office of Accreditation, Compliance, and Reporting	MHEC follow-up survey of graduates	Shannon Acton	Survey conducted one year after graduation triennially.	Triennial	Fiscal Year	The percentage of bachelor's degree recipients who held full- or part-time jobs within one year of graduation.	Data are taken from the triennial alumni follow up survey.	Denominator excludes those not seeking employment.	NA
Outcome	The number of bachelor's degree recipients who held full- or part-time jobs in Maryland within one year of graduation	The Office of Accreditation, Compliance, and Reporting	MHEC follow-up survey of graduates	Shannon Acton	Survey conducted one year after graduation triennially.	Triennial	Fiscal Year	The number of bachelor's degree recipients who held full- or part-time jobs in Maryland within one year of graduation	Data are taken from the triennial alumni follow up survey.	None	NA
Input	Undergraduate students enrolled in programs with the following HEGIS codes 04, 07, 09, 17, 19, 4902.04, 4999.43, 0503.00, 0506.37, and 1203.00	The Office of Accreditation, Compliance, and Reporting	EIS	Shannon Acton	Freeze data is used to generate EIS file and stored in a database.	Annual	Fall	The headcounts are produced using the EIS definition for undergraduate STEM students.	The EIS is put through MHEC and USM edit checks to ensure accuracy.	None	NA

UMUC DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Bachelor's degree recipients from programs with the following HEGIS codes 04, 07, 09, 17, 19, 4902.04, 4999.43, 0503.00, 0506.37, and 1203.00	The Office of Accreditation, Compliance, and Reporting	DIS	Shannon Acton	Freeze data is used to generate DIS file and stored in a database.	Annual	Fiscal Year	DIS definition of degree recipients is used.	The DIS is put through MHEC and USM edit checks to ensure accuracy.	None	NA
Input	The number of worldwide enrollments in courses offered off campus and through the Internet for the Fiscal Year.	The Office of Accreditation, Compliance, and Reporting	Freeze data	Shannon Acton	A SQL program reads the freeze data and provides aggregate enrollments for the courses.	Annual	Fiscal Year	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.	Internal edit checks against the data.	This is not an unduplicated count, but the addition of enrollments in all distance education courses.	NA
Outcome	Data are taken from the triennial alumni follow up survey. Alumni are asked their employment status as well as their rating of how well UMUC prepared them for their job.	The Office of Accreditation, Compliance, and Reporting	MHEC follow-up survey of graduates	Shannon Acton	Survey conducted one year after graduation triennially.	Triennial	Fiscal Year	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.	Data are taken from the triennial alumni follow up survey.	Those who were undecided were excluded.	NA







**UMUC DATA DEFINITIONS AND CONTROL PROCEDURES**

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	Total worldwide enrollment/registrations in online courses	The Office of Accreditation, Compliance, and Reporting	Freeze data	Shannon Acton	A SQL program reads the freeze data and provides aggregate enrollments for the courses.	Annual	Fiscal Year	Classes are selected if class instruction mode = Online via Web.	Internal edit checks against the data.	None	NA
Input	Number of African-American students enrolled in at least one online course	The Office of Accreditation, Compliance, and Reporting	Freeze data	Shannon Acton	A SQL program reads the freeze data and provides aggregate headcounts for African American students.	Annual	Fiscal Year	Classes are selected if they are classified as instruction mode = Online via Web. The enrollments in those classes are then aggregated.	Internal edit checks against the data.	None	NA
Input	Total online course sections taught divided by total course sections offered in a single fiscal year.	The Office of Accreditation, Compliance, and Reporting	Freeze data	Shannon Acton	A SQL program reads the freeze data and provides percentage of courses taught online.	Annual	Fiscal Year	Calculated using course sections labeled as instruction mode = Online via Web as a percentage of all courses offered across all instructional modes.	Internal edit checks against the data.	None	NA
	Undergraduate resident part-time tuition rate per credit hour		UMUC website	Shannon Acton				The undergraduate resident part-time tuition rate per credit hour is taken from the official rate published on the UMUC website.		None	NA
	Annual percentage increase of undergraduate resident part-time tuition rate per credit hour		UMUC website	Shannon Acton				The percent increase is calculated based on the most recent year's tuition rate compared to the prior year rate.			

R13M00 MORGAN STATE UNIVERSITY

**DATA DEFINITIONS**

MEASURE	SOURCE	OPERATIONAL DEFINITION
	<b>INPUTS</b>	
FTE student-authorized faculty ratio (M104)	Morgan State University (MSU) Budget Office	FTE student divided by authorized faculty.
Average class size of first year course offering (M105)	Morgan State University (MSU) Banner Student/Human Resources	Enrollment of Fall 100 level courses.
Percent of authorized faculty in first year of study (M106)	Morgan State University (MSU) Banner Student/Human Resources	Budgeted positions.
Percent of students who attend graduate/professional schools (M127)	Morgan/MHEC follow-up survey of graduates – 2017 bachelor’s degree recipients.	The percentage of survey respondents 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) preparation for their job.
Percent of bachelor’s recipients employed one year after graduation (M129)	Morgan/MHEC follow-up survey of graduates.	The percentage of survey respondents who indicate that they work out of all respondents.
Percent of bachelor’s recipients employed in Maryland one year after graduation (M130)	Morgan/MHEC follow-up survey of graduates.	The percentage of survey respondents who indicate that they work in Maryland out of all respondents.
Number of faculty engaged as Principal Investigators in funded research or contracts (M201)	Office of Sponsored Research	Number of faculty listed as Principal Investigators on funded grants.

MEASURE	SOURCE	OPERATIONAL DEFINITION
	<b>OUTPUTS</b>	
Six year graduation rate (M101)	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS).	The percentage of first-time, full-time degree seeking freshmen that graduated from any Maryland public four-year institution within six years of matriculation.
Six year graduation rate of African Americans (M102)	MHEC – EIS, DIS.	The percentage of first-time, full-time degree seeking African American freshmen who graduated from any Maryland public four-year institution within six years of matriculation.
Six year graduation rate of Pell recipients (M103)	MHEC – EIS, DIS.	The percentage of Pell recipients who graduated from Morgan within six years of matriculation.
Second year retention rate (M107)	MHEC – EIS, DIS.	The percentage of first-time, full-time degree seeking freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.
Second year retention rate of African Americans (M108)	MHEC – EIS, DIS.	The percentage of first-time, full-time degree seeking African freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.
Percent of honor freshman enrolled (M110)	Morgan State University (MSU) Banner Student	Honor freshmen with a combined average math and verbal SAT score of 1,080 or higher or ACT score of 22 or higher.

R13M00 MORGAN STATE UNIVERSITY

Percent of diverse students enrolled (M111)	Morgan State University (MSU) Banner Student	Diverse race includes Native American, Asian, Hispanic, White, Native Hawaiian, and foreign students.
Percent of Maryland community college transfer students (M117)	Morgan State University (MSU) Banner Student	Self-explanatory.
Percent of freshman applicants from urban districts (M118)	Morgan State University (MSU) Banner Student	Maryland school districts with membership in the Council of Urban Boards of Education.
Percent of students accepted from urban districts (M119)	Morgan State University (MSU) Banner Student	Self-explanatory.
Percent of students enrolled from urban districts (M120)	Morgan State University (MSU) Banner Student	Self-explanatory.
Number of STEM bachelor recipients (M121)	Morgan State University (MSU) Banner Student	Self-explanatory. STEM fields include Actuarial Science; Biology; Computer Science; Information Systems; Civil, Electrical, and Industrial Engineering; Transportation; Mathematics; Physics and Engineering Physics, and Chemistry.
Number of underrepresented minority STEM bachelor recipients (M122)	Morgan State University (MSU) Banner Student	Self-explanatory.
Number of women STEM bachelor recipients (M123)	Morgan State University (MSU) Banner Student	Self-explanatory.
Number of baccalaureates awarded in teacher education (M124)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.
Praxis pass rate (M125)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.
Number of new hires teaching in Maryland schools (M126)	Maryland State Department of Education (MSDE)	Self-explanatory.
Value of grants and contracts (M202)	Morgan State University (MSU) Budget Office	Self-explanatory.
Number of scholarly publications and activities per full-time tenured/tenure track faculty (M203)	Morgan State University (MSU) Office of Institutional Research/ Academic Affairs	Self-explanatory.
Doctoral degree recipients (M204)	Morgan State University (MSU) Graduate Studies	Self-explanatory.
Doctoral degree recipients in STEM (M205)	Morgan State University (MSU) Graduate Studies	Self-explanatory.
Doctoral degree recipients in non-STEM (M206)	Morgan State University (MSU) Graduate Studies	Self-explanatory.
Reduce electricity usage (M301)	Morgan State University (MSU) Physical Plant Department	Self-explanatory.
Reduce natural gas usage (M302)	Morgan State University (MSU) Physical Plant Department	Self-explanatory.
Private and philanthropic donations (M401)	Morgan State University (MSU) Institutional Advancement	Self-explanatory.
Alumni giving rate (M402)	Morgan State University (MSU) Institutional Advancement	Self-explanatory.
Number of students participating in University-sponsored community service (M504)	Morgan State University (MSU) Office of Community Service	Self-explanatory.

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MEASURE	SOURCE	OPERATIONAL DEFINITION
<b>OUTCOMES</b>		
Job preparedness (M131).	Morgan/MHEC follow-up survey of graduates – 2017 bachelor’s degree recipients.	The percentage of survey respondents employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job.
Employment rate of graduates (M128)	Morgan/MHEC follow-up survey of graduates – 2017 bachelor’s degree recipients.	The percentage of survey respondents who held full or part-time jobs within one year of graduation.
Employer satisfaction (M132)	Morgan Employer Survey Analysis – Summer 2018.	Employers’ rating of satisfaction with Morgan alumni.
Number of partnerships with Baltimore City public schools (M501)	Morgan State University (MSU) Academic Affairs/Deans’ Office	Self-explanatory.
Number of partnerships with other state public schools (M502)	Morgan State University (MSU) Academic Affairs/Deans’ Office	Self-explanatory.
Number of partnerships with Baltimore City public schools, government agencies, businesses and industries, non-profits and community organizations (M503)	Morgan State University (MSU) Academic Affairs/Deans’ Office	Self-explanatory.

## CONTROL PROCEDURES

**High Ability Students:** The Offices of Admissions or Records and Registration enter student data into the Student Information System (SIS). Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Percent Full-time Faculty:** The Office of Human Resources enters faculty data into the Employee Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Diverse Students:** The Offices of Admissions or Records and Registration enter student data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Urban Applicants:** The Offices of Admissions or Records and Registration enter student data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Under-represented Minority Degree Recipients in Scientific Fields:** The Office of Records and Registration enter degree data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Baccalaureates Awarded in Teacher Education:** The Office of Records and Registration enters degree data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Second-Year Retention Rate:** First-time, full-time degree seeking students are tracked by identification number year to year by the Maryland Higher Education Commission using the enrollment data files and degree data files submitted by the University.

**Six-Year Graduation Rate:** First-time, full-time degree seeking students are tracked by identification number year to year by the Maryland Higher Education Commission using the enrollment data files and degree data files submitted by the University.

**Graduate/Professional School Attendance:** The University contacts one-year alumni using addresses, including email addresses, available in the University's database. A web based survey product is used which keeps track of survey respondents, and provides results. Email reminders are sent to non-respondents.

**Employment Rate of Graduates:** The University contacts one-year alumni using addresses, including email addresses, available in the University's database. A web based survey product is

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used which keeps track of survey respondents, and provides results. Email reminders are sent to non-respondents.

**Employer Satisfaction:** The University contacts employers who participate in Morgan State University Career Fairs using email addresses from the Center for Career Development. Web-based surveys are sent to employers who have participated in Morgan Career Fairs.

**Doctoral Degrees:** The Office of Records and Registration enters degree data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Degrees in STEM Fields:** The Office of Records and Registration enters degree data into the Student Information System. Data are verified through a series of edit programs required before the data are submitted in final form to the Maryland Higher Education Commission.

**Pell Grant Recipients:** The Office of Financial Aid retrieves data from Banner Financial Aid to determine student eligibility. Eligibility is based on socioeconomic need.

**FTE Student to Authorized Faculty Ratio:** The Budget Office maintains data based on the calculation utilizing the number of full-time equivalent (FTE) students divided by the number of full-time regular faculty.

**Value of Grants and Contracts:** The Office of Restricted Funds Accounting enters data (based on the level of grant/contract activity in a fiscal year) into the Banner Finance system. Data are verified through the Office of Sponsored Programs before the data are submitted to the Budget Office for final forwarding to external agencies.

**Partnerships with Public Schools:** Information is maintained by the Dean of each school and forwarded to the Provost and Vice President for Academic Affairs.

**Partnerships with Business & Industry:** Information is maintained by the Dean of each school and forwarded to the Provost and Vice President for Academic Affairs.

DATA DEFINITIONS AND CONTROL PROCEDURES

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	<p>The percent of the graduating undergraduate class (degrees conferred in summer, fall, spring) 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: XXXX493, 494, *97, *98, or *99; or MUSA28*/38* Students who have completed more than one of these experiences have only been counted once.</p>	SMCM Registrar	<p>Electronic Excel file maintained by Office of Institutional Research (OIR). Located on shared network drive (staff_shares\InstResearch).</p>	<p>Anne Marie Brady, Director of Institutional Research, ambrady@smcm.edu, 240-895-2103</p>	<p>Database query report generated by OIR, saved as Excel file</p>	Annual	Academic Year	See Description	<p>The accuracy and reliability of all data elements are ensured using a two-step verification process. Data is maintained by the office that is responsible for entering the data (identified as "Source" above, i.e., admissions, financial aid, registrar, etc.) and is vetted at the time of reporting by the Institutional Research (IR) office. Inconsistencies or potential errors identified by the IR office are sent to the responsible office for verification and clean-up as necessary. Duplication of information is prevented by limiting write/edit permissions of institutional data to the responsible office.</p>	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	The percent of all full-time faculty (staff whose primary responsibility is instruction) who have a doctorate or other terminal degree (MM or MFA). This includes faculty on sabbatical (or paid leave), but excludes their replacements.	SMCM Human Resources	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	State Fiscal Year	See Description		None	See attached PAR
Output	The percent of all generated undergraduate credit hours (course credits x enrollment) taught by full-time faculty, whether tenured, tenure-track, or temporary. Cross-listed classes are combined and assigned to the primary instructor; non-credit laboratories and subsections are excluded.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	State Fiscal Year	See Description		None	See attached PAR





Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	The median (midpoint) of SAT score (two-score, Evidence-Based Reading and Writing [EBRW] + 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.	SMCM Admissions	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR
Input	Average High School GPA of first-time first-year students who submitted a GPA. This GPA is the unweighted academic GPA and excludes non-academic classes.	SMCM Admissions	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	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.	SMCM Admissions	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR
Input	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.	SMCM Admissions	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	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 not considered first generation if at least one parent completed a baccalaureate or higher degree. Students where the parents' educational levels are unknown are excluded from the numerator and denominator.	SMCM Admissions	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR
Input	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed during their first semester at SMCM.	SMCM Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of first-time, full-time degree-seeking students who graduated from SMCM within four years after matriculation. All four-year graduation rates include students who graduated by the fourth summer after matriculation (the trailing summer), per IPEDS guidelines.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	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.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of first-time, full-time degree-seeking students who were non-Hispanic and identified as African American, and who graduated from SMCM within four years after matriculation. Non-resident aliens are excluded from the numerator and denominator. Students who identified as African American plus another race are not included.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of first-time, full-time degree-seeking students who identified as Hispanic, and who graduated from SMCM within four years after matriculation. Non-resident aliens are excluded from the numerator and denominator. Students who identified as Hispanic plus another race are included as Hispanic.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR



Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	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 associate's degree. Students are not considered first generation if at least one parent completed a baccalaureate or higher degree. Students where the parent's educational level is unknown are excluded from the numerator and denominator.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR
Output	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first semester at the college, and who graduated from SMCM within four years after matriculation.	SMCM Registrar + Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of first-time, full-time degree-seeking students who graduated from SMCM within six years after matriculation. All six-year graduation rates include students who graduated by the sixth summer after matriculation (the trailing summer), as per IPEDS guidelines.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward six-year graduation.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	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.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who are still enrolled at the time of data collection.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of first-time, full-time degree-seeking students who were non-Hispanic and identified as African American, and who graduated from SMCM within six years after matriculation. Non-resident aliens are excluded from the numerator and denominator. Students who identified as African American plus another race are not included.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who are still enrolled at the time of data collection.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of first-time, full-time degree-seeking students who identified as Hispanic, and who graduated from SMCM within six years after matriculation. Non-resident aliens are excluded from the numerator and denominator. Students who identified as Hispanic plus another race are included as Hispanic.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who are still enrolled at the time of data collection.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	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 not considered first generation if at least one parent completed a baccalaureate degree or higher degree. Students where the parents' educational levels are unknown are excluded from the numerator and denominator.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who are still enrolled at the time of data collection.	Same as above	None	See attached PAR
Output	Percentage of first-time, full-time degree-seeking students who had a Pell Grant disbursed to them during their first semester at the college, and who graduated from SMCM within six years after matriculation.	SMCM Registrar + Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who are still enrolled at the time of data collection.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of first-time, full-time, degree-seeking first-year students who re-enrolled at SMCM one year after matriculation, as of the fall census date.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description	Same as above	None	See attached PAR
Input	The percentage of minority individuals out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). This includes tenured/tenure-track faculty on sabbatical (or paid leave). 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.	SMCM Human Resources	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	State Fiscal Year	See Description	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	The percentage of women out of all full-time tenured or tenure-track faculty (staff whose primary responsibility is instruction). This includes tenured/tenure-track faculty on sabbatical (or paid leave).	SMCM Human Resources	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file	Annual	State Fiscal Year	See Description	Same as above	None	See attached PAR
Input	The percentage of minority individuals 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.	SMCM Human Resources	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file	Annual	State Fiscal Year	See Description	Same as above	None	See attached PAR



Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Input	The percentage of women out of all full-time staff (staff whose primary responsibility is not instruction).	SMCM Human Resources	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	State Fiscal Year	See Description	Same as above	None	See attached PAR
Input	Percentage of degree-seeking students matriculating in the specified semester who are transfer students, i.e., have previously been enrolled as a degree-seeking student at another institution.	SMCM Admissions	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR
Output	Percentage of transfer students (previously enrolled as degree-seeking at another institution) who graduated from SMCM within three years after matriculation at SMCM.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward three-year graduation.	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of transfer students (previously enrolled as degree-seeking at another institution) who graduated from SMCM within four years after matriculation at SMCM.	SMCM Registrar	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR
Output	On average, the percentage of need that was met of first-time 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)	SMCM Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file	Annual	Academic Year	See Description	Same as above	None	See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Output	Percentage of first-time, full-time, degree-seeking first-year students who received need-based aid (Pell Grant and/or subsidized Stafford Loan) during their first semester at the college, and who re-enrolled at SMCM one year after matriculation, as of the fall census date.	SMCM Registrar + Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description	Same as above	None	See attached PAR
Output	Percentage of first-time, full-time degree-seeking students who received need-based aid (Pell Grant and/or subsidized Stafford Loan) during their first semester at the college, and who graduated from SMCM within four years after matriculation.	SMCM Registrar + Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstRese arch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who have made expected progress toward four-year graduation.	Same as above	None	See attached PAR

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Output	Percentage of first-time, full-time degree-seeking students who received need-based aid (Pell Grant and/or subsidized Stafford Loan) during their first semester at the college, and who graduated from SMCM within six years after matriculation.	SMCM Registrar + Financial Aid	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Database query report generated by OIR, saved as Excel file, compared to historical cohort file.	Annual	Academic Year	See Description. Estimates for one and two years out are calculated based on students who are still enrolled at the time of data collection.	Same as above	None	See attached PAR
Output	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.	SMCM Institutional Research	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Survey results downloaded from online platform (Campus Labs Baseline) and saved as Excel file.	Annual	Academic Year	See Description	Survey questions are sent to all seniors who have applied to graduate. Each student receives a unique link to the survey and can only complete the survey once. Periodic reminders are sent to those who have not completed the survey in order to maximize response rates.	Response rates on all survey have been declining in recent years. Low response rates lead to lower confidence that the results accurately represent the entire population being surveyed. We are exploring strategies to increase response rates on all surveys.	See attached PAR

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Output	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.	SMCM Institutional Research	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Survey results downloaded from online platform (Campus Labs Baseline) and saved as Excel file.	Annual	Academic Year	See Description			See attached PAR

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Outcome	2016, 2017 and 2018 data: Percentage of survey respondents 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.	SMCM Institutional Research	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Survey results downloaded from online platform (Campus Labs Baseline) and saved as Excel file.	Annual	Academic Year	See Description	Survey questions are sent to all five-year-out alumni who have valid email addresses on file. Each alum receives a unique link to the survey and can only complete the survey once. Periodic reminders are sent to those who have not completed the survey in order to maximize response rates.		See attached PAR

Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
Outcome	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.	SMCM Institutional Research	Electronic Excel file maintained by OIR. Located on shared network drive (staff_shares\InstResearch).	Same	Survey results downloaded from online platform (Campus Labs Baseline) and saved as Excel file.	Annual	Academic Year	See Description			See attached PAR