



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

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Executive Summary

The 2021 Joint Chairmen’s Report issued a charge to the Maryland Higher Education Commission (MHEC) to report on the State’s progress toward its goal to have at least 55% of Maryland residents ages 25 to 64 holding at least an associate degree by 2025. This report, the 2021 Report on Best Practices and Annual Progress toward the 55% Completion Goal, provides an update on progress toward the established degree targets, as well as a compilation of institutional submissions on reports of best practices.

For the 2020-2021 reporting year, Maryland’s public institutions, which serve as a key source of degree holders for this goal, had year-over-year positive trends and exceeded the model’s goals by almost 7,000 degrees. Even though the institutions are exceeding their degree targets, degree production by institutions is not the sole contributor to overall degree attainment rates in the state. Increasing the percentage of Marylanders with at least an associate degree is also affected by such things as in-migration, out-migration, employment opportunities, and other dynamics that are tied to educating, attracting, and maintaining a talented workforce.

For the 2020-2021 academic year, the degree attainment rate for Maryland is an estimated 50.8%.¹ Based on Census data from the American Community Survey, over the course of the model, the average annual degree attainment rate of change per year has been 0.5%. Therefore, if Maryland were to maintain that rate, by 2025, the degree attainment rate would be 52.8%, which is below the goal set.

The state continues to see persistent gaps in degree attainment by race and ethnicity. While it may be too late to fully close these gaps by 2025 statewide, institutions should continue their diversity, equity and inclusion efforts to try to shrink completion equity gaps over the coming years.

The number of undergraduate degrees awarded by Maryland’s colleges and universities continues to exceed the target of the model yet the short- and long-term effects of the COVID-19 pandemic on Maryland’s institutions are not fully known. Nor is it known what impact the pandemic will have on enrollment, persistence and degree completion in the coming years.

¹ Using U.S. Census Bureau data from the 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018 and 2019 American Community Survey, One-year Public Use Microdata Sample (PUMS), Based on Lumina Foundation analysis (contained in the Stronger Nation state profile at <https://www.luminafoundation.org/stronger-nation/report/#/progress/state/MD>) and the average growth rate per year has been .5% from 2012 to 2019. Maryland’s degree attainment rate was 49.8% in 2019, and using an average rate increase of .5%, the estimated degree attainment rate for 2021 is 50.8%.

Introduction

The 2021 Joint Chairmen’s Report issued the following charge to the Maryland Higher Education Commission (MHEC):

The budget committees understand that, in order to meet the State’s goal to have at least 55% of Maryland’s residents age 25 to 64 holding at least one degree credential by 2025, accurate and timely information on degree progression and best practices is needed to ensure that the State is on track to meet the goal. The budget committees request that the Maryland Higher Education Commission (MHEC) annually collect and analyze student- and transcript-level data on progression, graduation, and other relevant metrics from each public institution of higher education, including community colleges and regional higher education centers. MHEC should submit a report by December 15 each year that analyzes the data and shows each institution’s progress toward the State and institutional goals in 2025. The report should also include a summary of best practices and findings on the effectiveness of institutions’ programs as well as any concerns regarding lack of progress or best practices that are not being implemented by institutions. Page 196

In light of this mandate, this report aims to do the following¹:

- Report progress towards the established targets leading to achievement of the 55% goal;
- Provide an overview of the degree attainment model developed to set degree targets for reaching the 55% goal;
- Discuss student progression and graduation in the state; and
- Provide institutional reports on best practices implemented by Maryland’s public institutions.

This report summarizes retention data from Fall 2020 and graduation outcomes from the 2020-2021 academic year; this period of time overlaps with the height of the COVID-19 pandemic. The data provided in this report, as well as the submissions on best practices supplied by institutions, reveal that, despite the chaotic year, institutions continued to successfully contribute to the statewide goal.

Despite the positive trends in data reflected in this report, it will take time to determine how the COVID-19 pandemic has affected undergraduate degree attainment in the state. The economic disruptions caused by the pandemic may have long-lasting impacts on enrollment, persistence, and time to degree. In addition, low-income, first-generation, and non-traditional students may be disproportionately impacted by the fallout from the pandemic as they are most likely to drop out or stop out because of financial, family and employment demands.²

State and Institutional Goals and Targets

Is the State on track to meet its goal?

The State’s ability to meet the 55% degree attainment goal continues to be buoyed by years of steady and increasing degree production (see Table 1, page 3). For the 2020-2021 reporting

² Lederer, A. M., Hoban, M. T., Lipson, S. K., Zhou, S., & Eisenberg, D. (2021). More than inconvenienced: the unique needs of US college students during the CoViD-19 pandemic. *Health Education & Behavior*, 48(1), 14-19.

year, Maryland's public institutions, which serve as the primary source of degree holders for this goal, had both year-over-year positive trends and exceeded the model's goals by over 7,000 degrees. Concurrently, the state-level data reflects some of the highest retention and graduation rates on record, which greatly contribute to the state's overall success. Taken in isolation, these indicators would bode well for the state's overall ability to meet its goal.

Tables 5 and 6, on pages 16 and 17, provide detailed information for each public community college and four-year institution, as well as targets for the entire period. Table 7, on page 18, shows targets and actuals for all sectors (including independent and other private institutions). These tables are updated annually and reflect the State's progression toward the 55% goal.

Table 1: Target and actual undergraduate degrees awarded, 2009-2010 through 2020-2021

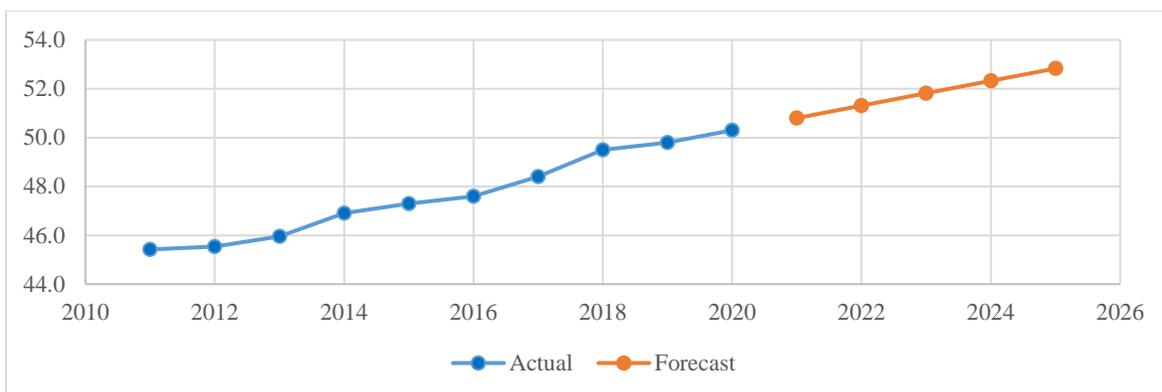
Institutional Sector		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
		(base-line)											
Community Colleges	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,138	14,919	14,932	14,897	14,472	15,053
	+/-		1,251	2,238	2,423	2,458	2,808	2,567	2,096	1,853	1,556	864	1,173
Four-Year Institutions	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028	26,374
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	28,569	29,194	29,921	30,241	31,263	32,334
	+/-		859	2,030	2,400	2,427	3,735	4,478	4,633	4,881	4,712	5,235	5,960
Independent Institutions	Target		6,281	6,469	6,663	6,863	6,225	6,136	6,269	6,410	6,570	6,680	6,706
	Actual	6,098	6,174	6,303	6,442	6,395	6,572	6,327	5,991	5,915	5,644	5,576	5,581
	+/-		-107	-166	-221	-468	347	191	-278	-495	-926	-1,104	-1,125
Other Private Institutions	Target		668	668	668	416	334	334	334	334	334	334	334
	Actual	668	694	372	233	443	231	231	284	224	300	152	142
	+/-		26	-296	-435	27	-103	-103	-50	-110	-34	-182	-192
<i>Annual Total</i>	<i>Target</i>		40,211	41,052	41,913	42,541	42,514	43,133	43,987	44,864	45,774	46,649	47,294
	<i>Actual</i>	39,387	42,240	44,858	46,080	46,985	49,301	50,265	50,388	50,992	51,082	51,463	53,110
	<i>+/-</i>		2,029	3,806	4,167	4,444	6,787	7,132	6,401	6,128	5,308	4,814	5,816
Cumulative Total	Target		79,598	120,650	162,563	205,104	247,618	290,751	334,738	379,601	425,375	472,024	519,318
	Actual	39,387	81,627	126,485	172,565	219,550	268,851	319,116	369,504	420,496	471,578	523,041	576,151
	+/-		2,029	5,835	10,002	14,446	21,233	28,365	34,766	40,895	46,203	51,017	56,833

For the 2020-2021 academic year, the degree attainment rate for Maryland was an estimated 50.8%.ⁱⁱ Based on Census data from the American Community Survey, over the course of the model, the average annual degree attainment rate of change per year has been 0.5%. Therefore, if Maryland were to maintain that rate, by 2025, the degree attainment rate would be 52.8%, which is below the goal set (see Figure 1 for a representation of this trend). Even though Maryland’s public colleges and universities are exceeding their mark, as exhibited in Table 1, degree production by institutions is not the sole contributor to overall degree attainment rates in the state (see Figure 3 page 6 for model components). Having a population that has a degree attainment level of an associate degree or higher is also affected by such factors as in-migration, out-migration, employment opportunities, and other dynamics that are tied to educating, attracting, and maintaining a talented workforce.

There are dynamics that could change this pace for the state. Factors that could negatively affect educational attainment rates include a slowing of degree production tied to the deleterious effects on retention and graduation due to the COVID-19 pandemic (student-level effects such as job loss, health issues, personal challenges and institution-level effects such as tuition increases, decreases in aid offered); in addition, statewide variables such as job losses and other personal challenges could negatively affect the state’s ability to retain its educated citizens.

Factors that could have a positive effect on the trend and result in higher year-to-year rates might include increases in undergraduate enrollments and policies and practices at the institutions that would ensure undergraduate retention and timely completion. Statewide initiatives such as the Near Completer/One Step Away Grant programs and an increase in service-based scholarships may also contribute to college completion or encourage students to stay in Maryland after graduation. In addition, such factors as employment opportunities, strong K-12 education, and affordable housing can maintain both current populations and attract new members to Maryland’s educated workforce.

Figure 1: Actuals and Estimates of Annual Statewide Progression toward 55% Goal



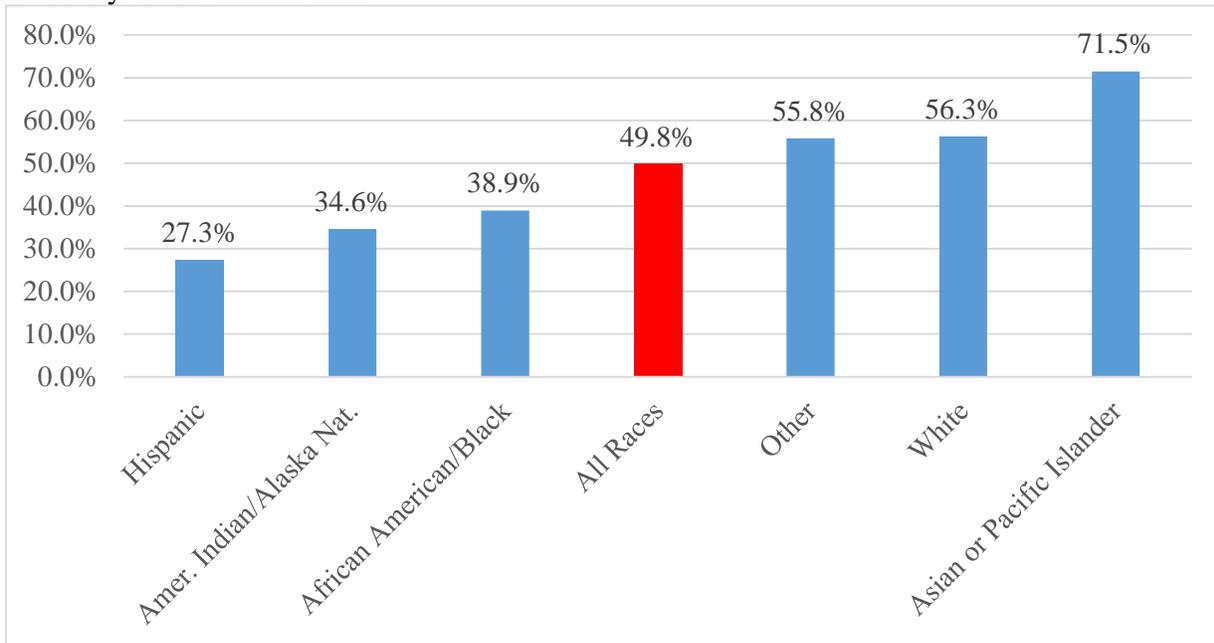
Notes: Forecast assumes a standard .5% increase each year; this is based on the average, annual increase in the attainment rate for Maryland since 2011 (ACS Community Survey, Census data). The 2020-2021 data, while reported as an actual, is calculated using 2019 Census data.

Are there equity gaps regarding degree attainment in Maryland?

Success or failure to meet the State’s goals may also hinge on persistent degree attainment gaps

for racial and ethnic minorities. While these attainment gaps are shrinking, Maryland continues to face challenges in ensuring equitable outcomes for its diverse citizenry (see Figure 2). As the state quickly approaches 2025, equitable degree attainment does not seem possible by that time but institutions should continue to address issues of diversity, equity and inclusion and the state should ensure it is advancing equitable opportunities for education and employment for all.

Figure 2: Degree Attainment Rates among Maryland Adults Ages 25 to 64 by Race and Ethnicity: 2019 Census data



Source: Lumina Foundation Stronger Nation (<https://www.luminafoundation.org/stronger-nation/report/#/progress/state/MD>)

Note: 2019 is the most recent year the Census reports degree attainment by race and ethnicity; therefore this figure reflects older data and does not align with the 2020-2021 data in other sections of this report.

Are there avenues for Maryland to explore to achieve its degree attainment goals?

Many states have established attainment goals that include additional high-quality credentials like lower division certificates. These are seen by national organizations like the Lumina Foundation and the National Skills Coalition as valuable contributors to establishing and growing an educated workforce. Lumina estimates that if Maryland included these high-quality credentials in the Progress to 55% goals, the state would have reached an attainment rate of 55.9% in 2019.ⁱⁱⁱ Recent reports from the Maryland Longitudinal Data Systems Center (MLDSC) and the Center for Workforce Development (Georgetown) discuss the positive educational and workforce outcomes tied to high-quality credentials like certificates.^{iv}

Maryland's 55% Degree Attainment Model

In response to the Joint Chairmen's charge, in 2012 MHEC developed a model that set initial state and institutional degree targets to reach the goal of 55% of adults holding degrees by 2025. In 2014^v the model was revised to reflect additional input from Maryland colleges and

universities as well as additional information on migration patterns within the State and increased degree output at independent colleges and universities in Maryland.

In 2017, the model was reexamined again.^{vi} This assessment included an analysis of the trends in actual degree awards and the data that inform the model. MHEC also sought input from Maryland colleges and universities regarding the model's institutional targets. Additional details about the initial and revised models are provided in the 2012, 2014, and 2017 Best Practices reports.

At the time of the original 2012 model, the State's higher education attainment rate was 44.7%.^{vii} To meet the 55% attainment goal, Maryland will need a total of 1,828,420 individuals (55% of the 3,324,400 Marylanders between the age of 25 and 64, using population estimates)^{viii} to hold at least an associate degree. MHEC estimates that in 2025, 903,511 people aged 25 to 49 who held associate degrees in 2010 will have aged 15 years but will remain in the target group (between the ages of 25 and 64)^{ix}. Therefore, Maryland will need to have an additional 924,909 degree holders by 2025 to meet the State's goal. The three main sources of degree holders are (1) public institutions of higher education, (2) independent and other private institutions of higher education, and (3) net migration of individuals from other states and nations who already hold college degrees.

- *Public institutions:* In the current model (revised in 2017), the total degree production from the community colleges is projected to be 208,070, and the contribution from Maryland's public four-year institutions is estimated to be 397,572³, for a total of 605,642 undergraduate degree holders.
- *Independent and other private institutions:* The total degree production from the independent and other private sectors for the whole period is projected to be 112,567.
- *Migration from other states and nations:* In 2017, MHEC revised the model's numbers including the estimated net migration of additional degree holders; with this revision, the total is projected to be 275,088.^x

Finally, the model also considers mortality. Indicators from the Maryland Department of Health suggest an annual average mortality rate of 0.2% as a reasonable estimate. This rate would remove 58,509 degree holders from the state total during the period.^{xi}

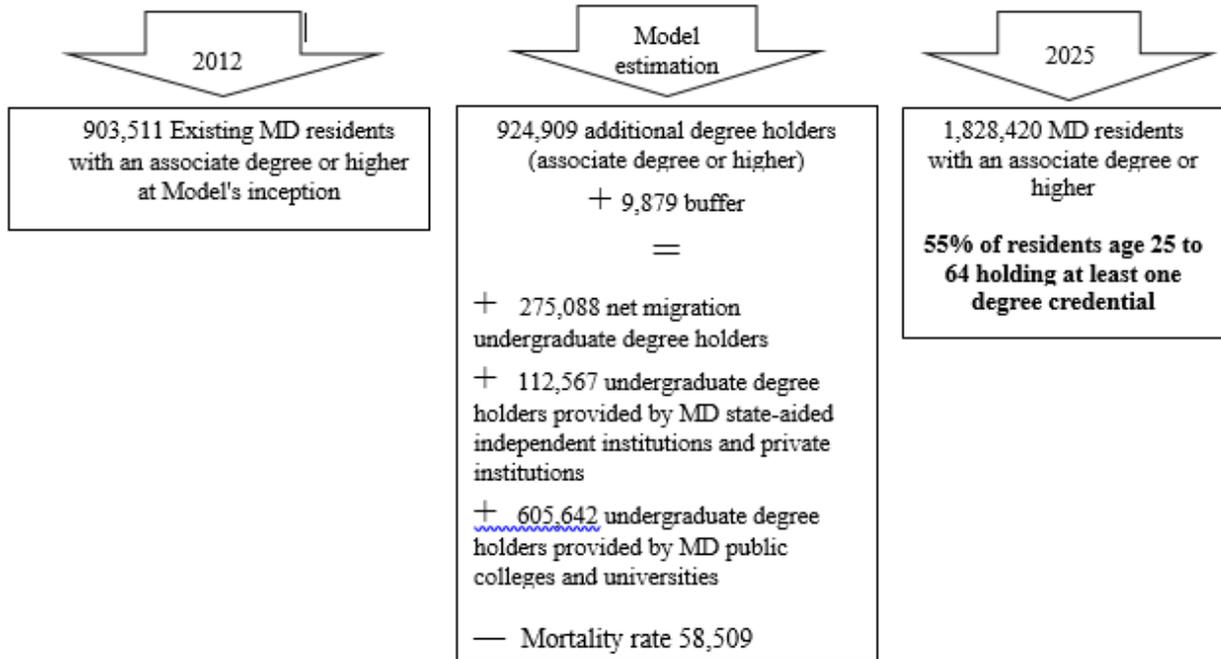
Taken together, the contributions from migration to Maryland, public, independent, and other private institutions minus estimated mortality will provide 934,788 of the degree holders needed, exceeding the 55% degree attainment goal by almost 10,000 degrees.

Figure 3 outlines the main components of the model. Table 8, on page 19 shows a matrix with annual targets for each public institution. The data included in this report provide a blueprint based on conservative estimates to enable the State to achieve the 55% degree attainment goal. These figures can also be used to gauge progress toward that goal. MHEC will revisit the 55%

³ This figure was revised in 2021 due to St. Mary's College of Maryland's request to decrease their degree targets within the model. This revision reduces the overall target by 826 degrees.

degree attainment goal model again in 2022 to assess the figures and underlying assumptions of the model and the institutional targets.

Figure 3: Progress toward 55% Completion Goal Model



Data on Enrollment, Progression, and Graduation

Statewide undergraduate and graduate student enrollment data decreased (3.4%) from Fall 2020 to Fall 2021^{xii}. While it is too early to tell if this is part of a larger trend or a brief decrease tied to the COVID-19 pandemic, it may affect overall degree production for the next few years. Despite the decrease in enrollment, institutions' undergraduate retention and graduation rate trends are encouraging. The most recent data show that Maryland's undergraduates are persisting and completing college at record rates. See Tables 2 through 4 on pages 12 to 15 for data on these outcomes.

The first-to-second year retention rate for the 2019 cohort of first-time, full-time students at the state's public four-year institutions was 84.0%, which is consistent with a 10-year positive trend.^{xiii} The six-year graduation rate for the 2014 cohort at the public four-year institutions was 70.5%, which is the second-highest six-year graduation rate since MHEC began reporting these data.^{xiv}

One principal metric to measure community college student progress and success is a four-year success rate, which is an aggregate of rates of persistence, transfer to a four-year institution, and graduation for full-time students. For the 2016 cohort, the most recent entering cohort, the success rate was 49.0%. Most notably, this represents the highest graduation and transfer rate (40.0%) on record since MHEC began reporting these data.^{xv}

Community colleges also rely on another means of measuring student success; the Degree

Progress Analysis report (Table 4). While the calculation of success rates, noted above, establishes a cohort based upon full-time students, this cohort-based Degree Progress Analysis tool aids in accounting for the large number of part-time students at community colleges. The strength of this is that it identifies the predominant community college student – those who enroll part time, who are not captured in metrics that focus solely on full-time students.^{xvi}

Among those students included in the most recent Degree Progress Analysis cohort, the Fall 2016 cohort, 52.6% had graduated or transferred within four years; this is a notable rate and one of the highest on record. However, this overall statewide rate masks differential achievement rates across developmental groups - those students who entered the community college “college ready” and those students who were assessed to need remediation and completed the necessary courses. Both student groups graduated or transferred at higher rates than the statewide rate: 71.0% for college ready students and 56.1% for those who completed their developmental coursework. In contrast, those students identified as needing remedial courses and who did not complete them, have a much lower rate (27.5%).^{xvii}

Best Practices

Since the inception of the 55% completion goal, institutions can report annually to MHEC on the programs and initiatives aimed at student success and completion. These best practices are included as comprehensive compilation in appendices to the 2012 and 2014 reports.^{xviii} These supplements encompass a number of topics, and the thematic index provided can assist institutions and other interested readers in discovering which institutions are using practices effectively in each area. Institutional practices presented in these reports focus on efforts to support degree completion.

As a complement to the comprehensive reports collected in earlier years, MHEC required for the 2021 reporting cycle, institutions to submit reports only if they have either 1) implemented new programs or strategies since the last submission; or 2) discontinued initiatives since the last submission because of data-validated results. For either section of the report, institutions were to summarize the data that supported the decisions to implement and/or to discontinue initiatives. Sixteen institutions submitted reports, which are included in the Appendix of this report. These are presented unedited by Commission staff.

MHEC plans to conduct a more explicit survey on evidence-based best practices as identified by the scholarly work on college completion. MHEC will independently research and identify best practices regarding college completion with a particular focus on equity gaps and special populations. MHEC will then survey all campuses on the implementation (and potentially the effectiveness) of various college completion best practices. MHEC will provide the results of the survey no later than the end of 2022.

Conclusion

The number of undergraduate degrees awarded by Maryland’s colleges and universities continues to exceed the target of the model yet the short- and long-term effects of the COVID-19 pandemic on Maryland’s institutions are not fully known. Nor is it known what impact the pandemic will have on enrollment, persistence and degree completion in the coming years.

The Commission will continue to report annually on the progress toward the degree attainment

targets. The Commission will also continue to coordinate and support efforts to promote degree completion, in concert with colleges and universities and other stakeholders, in pursuit of the State's educational goal.

ⁱ The 2021 Joint Chairmen's Report requests information on the contributions of regional higher education centers (RHECs) to progression and completion. Although these entities serve their local communities by hosting classes offered by multiple institutions of higher education, these entities do not report directly to MHEC. Instead, the institutions operating at the RHECs include their data together with that of students on the main campus.

ⁱⁱ Using U.S. Census Bureau data from the 2010, 2011, 2012, 2013, 2014, 2015, 2016 and 2017 American Community Survey, One-year Public Use Microdata Sample (PUMS), Based on Lumina Foundation analysis ([Stronger Nation state profile](#)), and the average growth rate per year has been .5% from 2012 to 2019. Maryland's degree attainment rate was 49.8% in 2019, and using an average rate increase of .5%, the estimated degree attainment rate for 2021 is 50.8%.

ⁱⁱⁱ States differ in how they define high-value certificates and some states have no definition. Data on certificate completion are limited, as the primary source for attainment data (the American Community Survey of the US Census) does not include certificates in its traditional measure of educational attainment... The Lumina Foundation has estimated certificate attainment, counting only certificates whose holders are employed in the field in which they received their credential to ensure that their attainment rates only count credentials that have economic value (based on Stronger Nation analysis <https://www.luminafoundation.org/stronger-nation/report/#/progress/state/MD>

^{iv} See Exploring Postsecondary Certificates and Their Relationship to Earnings: High School Graduates at Age 25, Supplement to More Jobs for Marylanders Report, 2017 <https://mldscenter.maryland.gov/MJFMCerts.html>, Career Preparation Expansion Act Reports <https://mldscenter.maryland.gov/CenterReports.html>, and The Overlooked Value of Certificates and Associate Degrees <https://cew.georgetown.edu/cew-reports/subba/> for more information.

^v Maryland Higher Education Commission, December 2014, "Report on Best Practices and Annual Progress Toward the 55% Completion Goal."

https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2014BestPracProgressCompletionGoal_020615.pdf

^{vi} Maryland Higher Education Commission, December 2017, "Report on Best Practices and Annual Progress Toward the 55% Completion Goal."

<https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2017BestPractices.pdf>

^{vii} Using U.S. Census Bureau data from the 2010, 2011, 2012, 2013, 2014, 2015, 2016 and 2017 American Community Survey, One-year Public Use Microdata Sample (PUMS), and the average growth rate per year was .5%. According to the Census, Maryland's degree attainment rate was 49.8 in 2019, and using an average rate increase of .5%, the estimated degree attainment rate for 2021 is 50.8%; Census has not released 2020 ACS data as of the production time for this report (December 2021); therefore data from 2020 onward are estimates using the .5% average rate of change.

^{viii} Although population estimates decreased from the 2012 figure of 3,324,400 to the 2017 figure of 3,262,748, which would shrink the pool of needed degree recipients, MHEC decided to maintain the original figure to mitigate any losses caused by adjustments to migration figures and to adjust for possible degree recipient duplication.

^{ix} This number is an estimate based on the percentage of Marylanders ages 25-49 within the 25-64 age group (65%), and that percentage multiplied by the number of Marylanders ages 25-64 with a degree. This model assumes a flat rate of degree attainment across age brackets and recognizes that this number is only an estimate.

^x The original model used an estimated Census annual net migration gain of 15,430 and the 2014 model used a revised figure of 18,968.

^{xi} Number calculated by taking the average mortality rate of Maryland residents in 2012 between the ages of 25-64 (0.2%) and then multiplying this by the estimated total number of Maryland residents with degrees in this same age range in 2025 (1,828,420).

^{xii} See 2021 Opening Fall Enrollment dashboard on the MHEC website here:

<https://app.powerbigov.us/view?r=eyJrIjoiZjhlMWQwYjYtZmFIMS00YWY4LWIwNGMtZDMxNTRIMmQwMDI5IiwidCI6IjYwYWZlOWUyLTQ5Y2QtNDIiMS04ODUxLTY0ZGYwMjc2YTJlOCJ9>

^{xiii} The retention rate reflects first time, full time cohorts of students who enroll in a given year and return to the same Maryland public four-year institution they enrolled in the prior year; the graduation rate reflects these cohorts' graduation from any Maryland four-year institution.^{xiii}

^{xiv} A statewide table of retention and graduation rates since 1998 appears in Table 2, on page 12. Additional data and

analyses, including institutional tables, can be found in the dashboard “Retention and Graduation Rates at Maryland Four-Year Institutions” published on the Commission website.

<https://mhec.maryland.gov/publications/Pages/research/index.aspx>

^{xv} A statewide table of retention, graduation, and transfer rates for community colleges appears in Table 3 on page 13. Additional data and analyses can be found in the dashboard “Retention, Graduation, and Transfer Rates at Maryland Community Colleges” published on the Commission website

<https://mhec.maryland.gov/publications/Pages/research/index.aspx>

^{xvi} The Degree Progress Analysis examines students who complete at least 18 credit hours within their first two years of enrollment and identifies students as successful if they have graduated, transferred to a four-year institution, or are still enrolled with a cumulative grade point average of 2.0 or better.

^{xvii} The most recent Degree Progress Analysis table appears in Table 4, on pages xx. Additional data and analyses, including institutional tables, can be found in the Degree Progress Analysis dashboard published on the Commission webpage <https://mhec.maryland.gov/publications/Pages/research/index.aspx>.

^{xviii} Maryland Higher Education Commission, December 2014, “Report on Best Practices and Annual Progress Toward the 55% Completion Goal – Appendix.”

http://mhec.maryland.gov/publications/Documents/Research/2014Studies/2014_Best_Practices_Appendix.pdf

and Maryland Higher Education Commission, December 2012, “Report on Best Practices and Annual Progress toward the 55% Completion Goal – Appendix”.

<https://mhec.maryland.gov/publications/Documents/Research/2012Studies/2012BestPracticesAppendix.pdf>

Table 2

Trends in Retention and Graduation Rates
MARYLAND PUBLIC COLLEGES AND UNIVERSITIES
 All Students

Percent retained at original campus or graduated from **any** campus after:

Cohort	N	2nd Year Retention	Four Years		Six Years	
			Enrolled	Graduated	Enrolled	Graduated
1998	12,154	81.9	30.4	32.5	3.3	62.1
1999	12,037	81.7	29.1	34.2	3.1	62.6
2000	12,319	81.5	27.8	35.9	2.8	64.0
2001	13,454	82.6	25.7	37.9	2.6	64.2
2002	13,165	81.1	25.3	38.3	2.7	64.3
2003	13,250	81.3	25.0	39.0	2.9	64.7
2004	13,610	80.8	25.3	38.7	3.0	64.1
2005	13,788	79.8	22.8	40.2	3.2	63.3
2006	14,492	78.5	24.8	37.4	2.9	61.6
2007	14,799	81.0	25.0	38.9	2.9	63.8
2008	15,100	80.8	25.2	38.4	2.8	63.7
2009	14,666	81.5	24.7	40.6	2.7	66.1
2010	14,262	82.0	25.0	40.5	2.6	65.5
2011	13,735	82.5	24.6	42.5	2.3	67.4
2012	13,566	82.8	23.5	44.8	2.4	68.8
2013	13,745	85.1	23.6	45.9	1.9	71.1
2014	14,074	83.8	23.6	45.2	2.2	70.5
2015	14,021	82.4	22.0	45.8		
2016	14,922	83.0	20.1	46.4		
2017	15,675	83.2				
2018	16,617	83.7				
2019	15,658	84.0				

* Cohort sizes include UMGC in the total.

Source: MHEC Enrollment and Degree Information Systems

Table 3

**Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Statewide Count**

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1997	11,420	36.2%	2.8%	12.9%	18.1%	6.5%	20.1%	11.3%	8.5%	23.8%
1998	11,770	35.0%	2.1%	12.2%	19.1%	5.8%	19.4%	12.0%	8.2%	22.9%
1999	12,492	35.5%	2.3%	13.1%	18.9%	6.3%	20.2%	11.5%	8.6%	23.6%
2000	12,303	37.3%	2.0%	13.5%	19.3%	6.5%	21.0%	11.9%	8.6%	25.4%
2001	12,919	36.9%	2.2%	13.0%	19.2%	6.1%	21.9%	10.9%	8.5%	25.4%
2002	13,978	37.5%	2.3%	13.8%	19.8%	6.5%	21.2%	11.3%	8.9%	25.3%
2003	14,491	37.5%	2.3%	14.4%	19.5%	6.2%	22.3%	11.0%	8.7%	26.3%
2004	14,527	37.2%	2.6%	13.9%	19.5%	6.4%	21.7%	11.9%	9.2%	25.7%
2005	14,454	37.0%	2.5%	14.6%	20.1%	6.1%	22.3%	12.9%	8.9%	26.0%
2006	15,752	36.2%	2.2%	15.6%	20.7%	6.0%	23.0%	12.4%	8.4%	27.1%
2007	16,307	38.6%	2.3%	14.3%	21.8%	6.1%	22.3%	12.9%	9.2%	26.7%
2008	16,418	40.1%	2.3%	12.3%	22.1%	6.4%	19.9%	13.0%	9.4%	24.1%
2009	18,071	38.5%	2.6%	12.7%	20.6%	6.5%	20.3%	11.6%	9.4%	24.3%
2010	17,621	38.8%	2.5%	12.7%	20.8%	6.2%	20.8%	12.0%	9.0%	24.9%
2011	16,746	36.8%	2.5%	12.1%	20.1%	6.6%	19.5%	11.7%	9.4%	23.7%
2012	15,909	37.5%	2.8%	13.8%	19.7%	7.0%	22.0%	11.2%	9.7%	26.1%
2013	15,339	37.3%	3.0%	14.2%	18.9%	7.5%	22.7%	10.1%	9.9%	27.2%
2014	14,301	37.9%	3.5%	14.3%	19.1%	8.3%	23.2%	10.2%	10.9%	28.0%
2015	13,961	36.4%	3.8%	14.6%	17.9%	8.3%	24.5%	9.6%	11.0%	28.7%
2016	13,721	35.4%	4.4%	16.0%	17.8%	8.6%	24.6%	9.0%	11.3%	28.7%
2017	12,650	34.7%	4.8%	17.0%	15.8%	10.0%	25.2%			
2018	12,522	33.6%	4.6%	14.9%						

Source: MHEC Enrollment and Degree Information Systems

Table 4

DEGREE PROGRESS FOUR YEARS AFTER INITIAL ENROLLMENT

MARYLAND COMMUNITY COLLEGES

College	Year of Fall Entering Class	Entering Class	Analysis Cohort*	ALL STUDENTS		COLLEGE READY			DEVELOPMENTAL COMPLETERS			DEVELOPMENTAL NON-COMPLETERS		
				Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**
Allegany College of Maryland	2012	715	526	55.7%	70.5%	60	80.0%	90.0%	272	61.0%	85.3%	194	40.7%	43.3%
	2013	688	568	54.4%	72.9%	48	75.0%	89.6%	308	63.0%	88.6%	212	37.3%	46.2%
	2014	626	523	60.2%	70.2%	48	89.6%	93.8%	302	67.5%	82.1%	173	39.3%	42.8%
	2015	571	448	54.5%	61.4%	54	79.6%	85.2%	236	63.6%	74.6%	158	32.3%	33.5%
	2016	558	448	57.6%	71.7%	76	80.3%	90.8%	245	58.4%	79.6%	127	42.5%	44.9%
Anne Arundel Community College	2012	2,968	2,111	53.3%	73.8%	558	74.4%	86.7%	908	56.7%	84.1%	645	30.2%	47.9%
	2013	2,696	1,965	52.7%	74.1%	543	73.7%	87.1%	859	56.3%	84.6%	563	26.8%	45.6%
	2014	2,430	1,791	53.5%	74.6%	543	68.5%	86.0%	750	60.5%	87.2%	498	26.5%	43.2%
	2015	2,361	1,742	55.6%	75.8%	475	73.5%	89.7%	615	63.9%	86.0%	652	34.7%	56.0%
	2016	2,138	1,606	57.8%	76.8%	487	74.1%	89.3%	356	77.0%	83.7%	763	38.4%	65.5%
Baltimore City Community College	2012	965	554	40.8%	57.9%	48	58.3%	68.8%	241	47.7%	80.1%	265	31.3%	35.8%
	2013	1,017	588	33.0%	52.2%	50	46.0%	56.0%	237	42.6%	77.2%	301	23.3%	31.9%
	2014	949	528	37.1%	51.1%	34	64.7%	73.5%	237	48.9%	74.3%	257	22.6%	26.8%
	2015	937	482	41.5%	57.1%	70	54.3%	64.3%	232	51.7%	76.7%	180	23.3%	27.8%
	2016	825	449	36.7%	57.7%	21	61.9%	71.4%	254	43.7%	77.6%	174	23.6%	27.0%
Community College of Baltimore County	2012	5,157	3,153	40.7%	63.4%	484	57.0%	79.1%	1,440	49.4%	81.5%	1,229	24.1%	36.0%
	2013	5,237	3,221	40.8%	62.4%	595	57.1%	76.5%	1,460	49.9%	80.2%	1,166	21.1%	32.9%
	2014	4,557	2,705	42.0%	63.6%	496	56.5%	71.4%	1,295	50.3%	82.3%	914	22.3%	32.9%
	2015	4,426	2,641	43.6%	65.1%	583	61.7%	75.8%	1,234	49.6%	81.0%	824	21.7%	33.5%
	2016	4,227	2,490	46.1%	65.7%	603	64.0%	77.3%	1,100	50.9%	80.1%	787	25.8%	36.8%
Carroll Community College	2012	851	646	55.3%	75.5%	171	71.9%	86.0%	366	60.4%	87.4%	109	11.9%	19.3%
	2013	735	610	58.7%	76.1%	163	73.0%	90.8%	331	66.2%	84.3%	116	17.2%	31.9%
	2014	696	553	61.8%	74.9%	149	79.2%	89.3%	284	69.7%	85.6%	120	21.7%	31.7%
	2015	749	604	60.3%	76.5%	199	75.4%	82.9%	268	68.3%	88.1%	137	22.6%	44.5%
	2016	693	543	61.0%	73.8%	173	76.9%	86.7%	255	69.0%	83.9%	115	19.1%	32.2%
Cecil College	2012	572	363	45.7%	60.3%	96	70.8%	82.3%	157	46.5%	65.0%	110	22.7%	34.5%
	2013	531	334	37.4%	59.3%	92	48.9%	83.7%	153	41.2%	63.4%	89	19.1%	27.0%
	2014	636	422	39.3%	62.8%	136	52.2%	91.2%	200	42.5%	63.5%	86	11.6%	16.3%
	2015	525	382	50.3%	74.6%	87	69.0%	86.2%	202	56.4%	88.6%	93	19.4%	33.3%
	2016	527	356	50.3%	67.4%	137	62.8%	80.3%	141	47.5%	70.9%	78	33.3%	38.5%
Chesapeake College	2012	619	377	55.4%	72.4%	93	73.1%	87.1%	187	59.9%	81.8%	97	29.9%	40.2%
	2013	668	409	48.2%	67.0%	102	76.5%	88.2%	171	50.3%	79.5%	136	24.3%	35.3%
	2014	572	340	61.2%	78.8%	109	80.7%	89.9%	153	60.1%	86.3%	78	35.9%	48.7%
	2015	567	320	55.6%	72.5%	121	73.6%	82.6%	129	55.8%	84.5%	70	24.3%	32.9%
	2016	526	303	55.1%	73.3%	98	70.4%	83.7%	160	53.8%	75.6%	45	26.7%	42.2%
College of Southern Maryland	2012	2,256	1,212	61.6%	79.6%	851	67.6%	82.7%	273	53.5%	79.9%	88	28.4%	48.9%
	2013	2,132	1,530	53.8%	69.6%	503	75.3%	85.3%	666	54.4%	77.0%	361	22.7%	34.1%
	2014	1,974	1,418	56.6%	71.4%	598	70.4%	81.9%	543	58.2%	78.6%	277	23.5%	34.7%
	2015	2,001	1,446	54.4%	71.3%	681	67.1%	81.6%	529	53.5%	75.2%	236	19.5%	32.6%
	2016	1,866	1,362	57.0%	73.5%	551	70.4%	83.8%	569	58.9%	80.1%	242	21.9%	34.3%
Frederick Community College	2012	1,432	910	68.7%	76.9%	313	81.8%	85.9%	515	67.2%	78.8%	82	28.0%	30.5%
	2013	1,428	947	70.1%	78.5%	365	85.8%	89.9%	521	63.0%	74.5%	61	37.7%	44.3%
	2014	1,345	851	67.5%	74.0%	339	78.2%	79.9%	458	63.5%	74.5%	54	33.3%	33.3%
	2015	1,423	946	67.9%	75.8%	409	81.7%	84.8%	477	60.2%	71.9%	60	35.0%	45.0%
	2016	1,351	893	70.0%	80.4%	397	82.9%	86.9%	438	60.7%	76.9%	58	51.7%	62.1%

Table 4, continued.

College	Year of Fall Entering Class	Entering Class	Analysis Cohort*	ALL STUDENTS		COLLEGE READY			DEVELOPMENTAL COMPLETERS			DEVELOPMENTAL NON-COMPLETERS		
				Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**
Garrett College	2012	303	237	61.6%	70.0%	37	86.5%	89.2%	126	63.5%	78.6%	74	45.9%	45.9%
	2013	272	214	68.2%	73.8%	35	82.9%	88.6%	146	74.0%	80.8%	33	27.3%	27.3%
	2014	271	207	77.8%	81.2%	46	89.1%	91.3%	145	80.0%	84.1%	16	25.0%	25.0%
	2015	225	184	68.5%	76.1%	42	88.1%	95.2%	99	68.7%	79.8%	43	48.8%	48.8%
	2016	260	195	64.1%	70.3%	48	87.5%	97.9%	112	63.4%	69.6%	35	34.3%	34.3%
Hagerstown Community College	2012	1,017	654	52.6%	72.5%	115	76.5%	84.3%	343	62.1%	86.0%	196	21.9%	41.8%
	2013	999	669	54.6%	69.7%	135	74.8%	85.9%	345	60.6%	81.4%	189	29.1%	36.5%
	2014	903	596	56.5%	71.5%	124	75.8%	84.7%	292	61.6%	82.2%	180	35.0%	45.0%
	2015	872	549	61.4%	77.4%	117	82.1%	94.0%	347	61.1%	79.8%	85	34.1%	44.7%
	2016	757	496	60.1%	73.4%	116	76.7%	84.5%	209	71.8%	88.0%	171	34.5%	46.8%
Harford Community College	2012	1,672	1,153	59.3%	81.4%	438	70.5%	89.7%	538	61.0%	87.0%	177	26.6%	43.5%
	2013	1,685	1,197	61.5%	79.9%	550	73.5%	89.3%	498	59.8%	83.9%	149	22.8%	32.2%
	2014	1,513	1,109	63.8%	80.6%	508	77.4%	90.6%	474	59.9%	83.8%	127	23.6%	29.1%
	2015	1,408	1,022	65.3%	82.2%	491	75.2%	87.6%	427	63.9%	86.9%	104	24.0%	37.5%
	2016	1,367	1,000	65.3%	80.9%	461	77.9%	90.9%	450	62.4%	81.3%	89	14.6%	27.0%
Howard Community College	2012	1,636	1,222	52.5%	76.4%	368	67.9%	85.6%	442	64.7%	92.1%	412	25.5%	51.5%
	2013	1,907	1,453	55.1%	80.6%	433	70.0%	88.0%	569	65.7%	94.0%	451	27.5%	56.5%
	2014	1,668	1,235	54.8%	76.3%	307	70.0%	84.4%	487	66.7%	91.8%	441	31.1%	53.5%
	2015	1,793	1,354	53.6%	75.7%	334	68.3%	81.4%	549	65.8%	92.2%	471	29.1%	52.4%
	2016	1,860	1,379	53.7%	75.3%	375	70.1%	84.0%	582	64.1%	91.1%	422	24.9%	46.0%
Montgomery College	2012	4,207	3,049	45.6%	73.3%	848	68.5%	88.2%	1,578	44.0%	75.9%	623	18.5%	46.7%
	2013	4,119	2,904	48.2%	72.4%	603	67.7%	85.4%	1,459	54.6%	83.3%	842	23.3%	44.3%
	2014	3,812	2,959	50.2%	75.5%	772	69.8%	87.0%	1,574	51.8%	83.2%	613	21.4%	40.9%
	2015	3,804	2,865	50.7%	74.3%	697	70.3%	86.1%	1,585	52.7%	83.6%	583	21.6%	35.2%
	2016	3,508	2,714	49.5%	72.7%	783	70.0%	87.6%	1,447	49.1%	77.5%	484	17.4%	34.5%
Prince George's Community College	2012	2,511	1,681	36.8%	62.5%	245	48.2%	73.1%	377	50.9%	92.6%	1,059	29.1%	49.4%
	2013	2,292	1,611	35.4%	60.3%	207	53.1%	74.9%	397	47.9%	92.2%	1,007	26.9%	44.8%
	2014	2,347	1,595	36.2%	60.1%	266	54.1%	73.3%	391	46.8%	89.8%	938	26.8%	44.0%
	2015	2,200	1,485	39.1%	63.7%	306	53.9%	78.8%	429	50.3%	89.5%	750	26.5%	42.8%
	2016	2,118	1,461	36.8%	58.8%	282	49.3%	71.6%	519	43.4%	80.5%	660	26.2%	36.2%
Wor-Wic Community College	2012	791	501	46.7%	65.5%	83	68.7%	85.5%	241	55.6%	83.4%	177	24.3%	31.6%
	2013	708	428	50.9%	66.6%	86	74.4%	83.7%	187	59.9%	82.4%	155	27.1%	38.1%
	2014	684	444	52.7%	67.1%	82	84.1%	90.2%	218	59.2%	79.4%	144	25.0%	35.4%
	2015	641	400	48.3%	64.5%	69	65.2%	81.2%	190	64.2%	85.3%	141	18.4%	28.4%
	2016	627	381	49.3%	64.8%	61	78.7%	91.8%	197	59.4%	79.7%	123	18.7%	27.6%
TOTAL	2012	27,672	18,349	49.5%	71.0%	4,808	68.5%	84.7%	8,004	54.1%	82.2%	5,537	26.4%	42.8%
	2013	27,114	18,648	49.6%	70.0%	4,510	69.9%	84.5%	8,307	56.0%	82.9%	5,831	24.9%	40.5%
	2014	24,983	17,276	51.4%	70.6%	4,557	69.7%	83.7%	7,803	56.9%	82.7%	4,916	25.7%	39.4%
	2015	24,503	16,870	52.2%	71.6%	4,735	69.9%	83.4%	7,548	57.0%	82.8%	4,587	26.0%	40.9%
	2016	23,208	16,076	52.6%	71.3%	4,669	71.0%	84.8%	7,034	56.1%	80.4%	4,373	27.5%	42.3%

Notes:

Successful Persister is defined as students who completed at least 30 credit hours with a GPA of 2.00 or better, who have graduated and/or transferred, or who are still enrolled at the institution

Totals reflect summation of cohort data as reported by the colleges, and derived percentages based solely on the reporting institutions. These may provide an "indication" or estimate of the statewide community college success levels, but should not be relied upon as a completely accurate measure at the statewide level.

Table 5. Degree targets for public institutions, by institution (2.0% annual growth*)

Institution	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
COMMUNITY COLLEGES																	
Allegany College of Maryland	572	583	595	607	619	632	644	657	670	684	697	711	725	740	755	770	10,662
Anne Arundel Community College	1,336	1,363	1,390	1,418	1,446	1,475	1,505	1,535	1,565	1,597	1,629	1,661	1,694	1,728	1,763	1,798	24,902
Baltimore City Community College	411	419	428	436	445	454	463	472	482	491	501	511	521	532	542	553	7,661
Carroll Community College	466	475	485	495	504	515	525	535	546	557	568	579	591	603	615	627	8,686
Cecil College	190	194	198	202	206	210	214	218	223	227	232	236	241	246	251	256	3,541
Chesapeake College	230	235	239	244	249	254	259	264	269	275	280	286	292	298	303	310	4,287
College of Southern Maryland	822	838	855	872	890	908	926	944	963	982	1,002	1,022	1,042	1,063	1,085	1,106	15,321
Community College of Baltimore County	1,703	1,737	1,772	1,807	1,843	1,880	1,918	1,956	1,995	2,035	2,076	2,117	2,160	2,203	2,247	2,292	31,743
Frederick Community College	682	696	710	724	738	753	768	783	799	815	831	848	865	882	900	918	12,712
Garrett College	96	98	100	102	104	106	108	110	112	115	117	119	122	124	127	129	1,789
Hagerstown Community College	442	451	460	469	478	488	498	508	518	528	539	550	561	572	583	595	8,239
Harford Community College	611	623	636	648	661	675	688	702	716	730	745	760	775	790	806	822	11,389
Howard Community College	675	689	702	716	731	745	760	775	791	807	823	839	856	873	891	908	12,582
Montgomery College	1,919	1,957	1,997	2,036	2,077	2,119	2,161	2,204	2,248	2,293	2,339	2,386	2,434	2,482	2,532	2,583	35,769
Prince George's Community College	690	704	718	732	747	762	777	793	808	825	841	858	875	893	910	929	12,861
Wor-Wic Community College	318	324	331	337	344	351	358	365	373	380	388	395	403	411	420	428	5,927
Sub-Total	11,163	11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070
FOUR-YEAR PUBLIC INSTITUTIONS																	
Bowie State University	606	618	630	643	656	669	682	696	710	724	739	753	769	784	800	816	11,295
Coppin State University	378	386	393	401	409	417	426	434	443	452	461	470	479	489	499	509	7,046
Frostburg State University	768	783	799	815	831	848	865	882	900	918	936	955	974	993	1,013	1,034	14,315
Salisbury University	1,661	1,694	1,728	1,763	1,798	1,834	1,871	1,908	1,946	1,985	2,025	2,065	2,107	2,149	2,192	2,235	30,960
Towson University	3,625	3,698	3,771	3,847	3,924	4,002	4,082	4,164	4,247	4,332	4,419	4,507	4,597	4,689	4,783	4,879	67,567
University of Baltimore	516	526	537	548	559	570	581	593	605	617	629	642	654	668	681	694	9,618
University of Maryland, Baltimore	379	379	380	380	381	381	381	382	382	382	383	383	384	384	384	385	6,110
University of Maryland, Baltimore County	1,915	1,953	1,992	2,032	2,073	2,114	2,157	2,200	2,244	2,289	2,334	2,381	2,429	2,477	2,527	2,577	35,694
University of Maryland, College Park	6,569	6,700	6,834	6,971	7,110	7,253	7,398	7,546	7,697	7,851	8,008	8,168	8,331	8,498	8,668	8,841	122,441
University of Maryland Eastern Shore	463	472	482	491	501	511	521	532	542	553	564	576	587	599	611	623	8,630
University of Maryland Global Campus.	3,365	3,432	3,501	3,571	3,642	3,715	3,790	3,865	3,943	4,021	4,102	4,184	4,268	4,353	4,440	4,529	62,721
Morgan State University	772	787	803	819	836	852	869	887	905	923	941	960	979	999	1,019	1,039	14,390
St. Mary's College of Maryland	441	445	450	454	459	463	468	473	478	482	487	330	333	337	340	343	6,784
Sub-Total	21,458	21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028	26,374	26,891	27,418	27,956	28,504	397,572
Statewide Total	32,621	33,262	33,915	34,582	35,262	35,955	36,663	37,384	38,120	38,870	39,635	40,254	41,048	41,859	42,685	43,528	605,642

* The projected annual growth for UMB and St. Mary's College of Maryland is less than 2%. Totals for University of Maryland Global Campus include both associate and baccalaureate degrees.

Table 6. Target and actual undergraduate degrees awarded, community colleges.

Institution		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020 -2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Allegany College of Maryland	Target		583	595	607	619	632	644	657	670	684	697	711	725	740	755	770	10,662
	Actual	572	603	562	588	576	532	517	524	506	489	431	519					
	+/-		20	-33	-19	-43	-100	-127	-133	-164	-195	-266	-192					
Anne Arundel Community College	Target		1,363	1,390	1,418	1,446	1,475	1,505	1,535	1,565	1,597	1,629	1,661	1,694	1,728	1,763	1,798	24,902
	Actual	1,336	1,505	1,567	1,581	1,800	1,852	1,778	1,705	1,622	1,785	1,749	1,791					
	+/-		142	177	163	354	377	273	170	57	188	120	130					
Baltimore City Community College	Target		419	428	436	445	454	463	472	482	491	501	511	521	532	542	553	7,661
	Actual	411	470	540	446	385	405	425	380	443	431	384	426					
	+/-		51	112	10	-60	-49	-38	-92	-39	-60	-117	-85					
Carroll Community College	Target		475	485	495	504	515	525	535	546	557	568	579	591	603	615	627	8,686
	Actual	466	534	557	658	656	622	614	582	507	502	492	541					
	+/-		59	72	163	152	107	89	47	-39	-55	-76	-38					
Cecil College	Target		194	198	202	206	210	214	218	223	227	232	236	241	246	251	256	3,541
	Actual	190	235	244	219	290	319	341	291	468	355	398	278					
	+/-		41	46	17	84	109	127	73	245	128	166	42					
Chesapeake College	Target		235	239	244	249	254	259	264	269	275	280	286	292	298	303	310	4,287
	Actual	230	251	272	308	282	272	237	250	266	243	243	239					
	+/-		16	33	64	33	18	-22	-14	-3	-32	-37	-47					
College of Southern Maryland	Target		838	855	872	890	908	926	944	963	982	1,002	1,022	1,042	1,063	1,085	1,106	15,321
	Actual	822	821	990	1,082	1,215	1,193	1,123	1,272	1,262	1,116	926	968					
	+/-		-17	135	210	325	285	197	328	299	134	-76	-54					
Community College of Baltimore County	Target		1,737	1,772	1,807	1,843	1,880	1,918	1,956	1,995	2,035	2,076	2,117	2,160	2,203	2,247	2,292	31,743
	Actual	1,703	1,854	2,132	2,086	2,020	2,200	2,174	2,133	2,131	2,168	1,925	2,007					
	+/-		117	360	279	177	320	256	177	136	133	-151	-110					
Frederick Community College	Target		696	710	724	738	753	768	783	799	815	831	848	865	882	900	918	12,712
	Actual	682	778	846	883	847	897	981	877	882	855	862	911					
	+/-		82	136	159	109	144	213	94	83	40	31	63					
Garrett College	Target		98	100	102	104	106	108	110	112	115	117	119	122	124	127	129	1,789
	Actual	96	98	133	105	108	107	149	111	107	102	94	108					
	+/-		0	33	3	4	1	41	1	-5	-13	-23	-11					
Hagerstown Community College	Target		451	460	469	478	488	498	508	518	528	539	550	561	572	583	595	8,239
	Actual	442	490	551	573	601	634	661	622	568	570	592	599					
	+/-		39	91	104	123	146	163	114	50	42	53	49					
Harford Community College	Target		623	636	648	661	675	688	702	716	730	745	760	775	790	806	822	11,389
	Actual	611	772	834	923	903	997	1,088	1,067	883	905	812	872					
	+/-		149	198	275	242	322	400	365	167	175	67	112					
Howard Community College	Target		689	702	716	731	745	760	775	791	807	823	839	856	873	891	908	12,582
	Actual	675	872	955	1,066	1,113	1,165	1,168	1,241	1,290	1,331	1,355	1,341					
	+/-		184	253	350	382	420	408	466	499	524	532	502					
Montgomery College	Target		1,957	1,997	2,036	2,077	2,119	2,161	2,204	2,248	2,293	2,339	2,386	2,434	2,482	2,532	2,583	35,769
	Actual	1,919	2,183	2,383	2,318	2,374	2,662	2,553	2,611	2,577	2,754	2,798	2,913					
	+/-		226	386	282	297	543	392	407	329	461	459	527					
Prince George's Community College	Target		704	718	732	747	762	777	793	808	825	841	858	875	893	910	929	12,861
	Actual	690	800	904	963	948	908	925	856	1,057	972	1,093	1,213					
	+/-		96	186	231	201	146	148	63	249	147	252	355					
Wor-Wic Community College	Target		324	331	337	344	351	358	365	373	380	388	395	403	411	420	428	5,927
	Actual	318	371	382	470	423	368	404	397	363	319	318	327					
	+/-		47	51	133	79	17	46	32	-10	-61	-70	-68					
Sub-Total	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,138	14,919	14,932	14,897	14,472	15,053					
	+/-		1,251	2,238	2,423	2,458	2,808	2,567	2,096	1,853	1,556	864	1,173					

Table 7. Target and actual undergraduate degrees awarded, four-year colleges and universities.

Institution		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Bowie State University	Target		618	630	643	656	669	682	696	710	724	739	753	769	784	800	816	11,295
	Actual	606	683	688	739	741	801	832	713	781	826	870	881					
	+/-		65	58	96	85	132	150	17	71	102	131	128					
Coppin State University	Target		386	393	401	409	417	426	434	443	452	461	470	479	489	499	509	7,046
	Actual	378	379	460	409	478	416	464	421	399	378	335	332					
	+/-		-7	67	8	69	-1	38	-13	-44	-74	-126	-138					
Frostburg State University	Target		783	799	815	831	848	865	882	900	918	936	955	974	993	1,013	1,034	14,315
	Actual	768	850	892	969	1,012	1,032	964	1,060	1,027	1,078	967	1,023					
	+/-		67	93	154	181	184	99	178	127	160	31	68					
Salisbury University	Target		1,694	1,728	1,763	1,798	1,834	1,871	1,908	1,946	1,985	2,025	2,065	2,107	2,149	2,192	2,235	30,960
	Actual	1,661	1,709	1,787	1,872	1,899	1,935	1,967	2,026	1,873	1,805	1,907	1,842					
	+/-		15	59	109	101	101	96	118	-73	-180	-118	-223					
Towson University	Target		3,698	3,771	3,847	3,924	4,002	4,082	4,164	4,247	4,332	4,419	4,507	4,597	4,689	4,783	4,879	67,567
	Actual	3,625	3,948	4,103	4,147	4,291	4,422	4,428	4,628	4,609	4,619	4,701	4,628					
	+/-		251	332	300	367	420	346	464	362	287	282	121					
University of Baltimore	Target		526	537	548	559	570	581	593	605	617	629	642	654	668	681	694	9,618
	Actual	516	631	625	670	665	694	721	755	711	615	521	468					
	+/-		105	88	122	106	124	140	162	106	-2	-108	-174					
University of Maryland, Baltimore	Target		379	380	380	381	381	381	382	382	382	383	383	384	384	384	385	6,110
	Actual	379	359	340	337	337	333	399	416	433	438	420	415					
	+/-		-20	-40	-43	-44	-48	18	34	51	56	37	32					
University of Maryland, Baltimore County	Target		1,953	1,992	2,032	2,073	2,114	2,157	2,200	2,244	2,289	2,334	2,381	2,429	2,477	2,527	2,577	35,694
	Actual	1,915	1,905	2,140	2,230	2,250	2,432	2,521	2,572	2,578	2,658	2,632	2,643					
	+/-		-48	148	198	177	318	364	372	334	369	298	262					
University of Maryland, College Park	Target		6,700	6,834	6,971	7,110	7,253	7,398	7,546	7,697	7,851	8,008	8,168	8,331	8,498	8,668	8,841	122,441
	Actual	6,569	6,987	7,043	7,192	7,279	7,166	7,253	7,292	7,559	7,768	8,295	8,100					
	+/-		287	209	221	169	-87	-145	-254	-138	-83	287	-68					
University of Maryland Eastern Shore	Target		472	482	491	501	511	521	532	542	553	564	576	587	599	611	623	8,630
	Actual	463	506	627	514	585	577	574	514	482	508	516	384					
	+/-		34	145	23	84	66	53	-18	-60	-45	-48	-192					
University of Maryland Global Campus	Target		3,432	3,501	3,571	3,642	3,715	3,790	3,865	3,943	4,021	4,102	4,184	4,268	4,353	4,440	4,529	62,721
	Actual	3,365	3,555	4,280	4,631	4,715	6,197	7,112	7,413	7,971	8,065	8,661	10,150					
	+/-		123	779	1,060	1,073	2,482	3,322	3,548	4,028	4,044	4,559	5,966					
Morgan State University	Target		787	803	819	836	852	869	887	905	923	941	960	979	999	1,019	1,039	14,390
	Actual	772	813	902	976	922	933	902	970	1,153	1,091	1,102	1,138					
	+/-		26	99	157	86	81	33	83	248	168	161	178					
St. Mary's College of Maryland	Target		445	450	454	459	463	468	473	478	482	487	330	333	337	340	343	6,784
	Actual	441	410	444	450	432	427	432	414	345	392	336	330					
	+/-		-35	-6	-4	-27	-36	-36	-59	-133	-90	-151	0					
Sub-Total	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028	26,374	26,891	27,418	27,956	28,504	397,572
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	28,569	29,194	29,921	30,241	31,263	32,334					
	+/-		859	2,030	2,400	2,427	3,735	4,478	4,633	4,881	4,712	5,235	5,960					

Totals for University of Maryland Global Campus include both associate and baccalaureate degrees and consist of stateside and overseas figures.
 At the request of St. Mary's College of Maryland, MHEC has reset their target degree value to their actual value for 2020-2021 and reset the multiplier for the years thereafter.

Table 8. Cumulative targets and actual degree awards for all sectors.

Institutional Sector		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Community Colleges	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,138	14,919	14,932	14,897	14,472	15,053					
	+/-		1,251	2,238	2,423	2,458	2,808	2,567	2,096	1,853	1,556	864	1,173					
Four-Year Institutions	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028	26,374	26,891	27,418	27,956	28,504	397,572
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	28,569	29,194	29,921	30,241	31,263	32,334					
	+/-		859	2,030	2,400	2,427	3,735	4,478	4,633	4,881	4,712	5,235	5,960					
Independent Institutions	Target		6,281	6,469	6,663	6,863	6,225	6,136	6,269	6,410	6,570	6,680	6,706	6,859	7,022	7,189	7,365	105,805
	Actual	6,098	6,174	6,303	6,442	6,395	6,572	6,327	5,991	5,915	5,644	5,576	5,581					
	+/-		-107	-166	-221	-468	347	191	-278	-495	-926	-1,104	-1,125					
Other Private Institutions	Target		668	668	668	416	334	334	334	334	334	334	334	334	334	334	334	6,762
	Actual	668	694	372	233	443	231	231	284	224	300	152	142					
	+/-		26	-296	-435	27	-103	-103	-50	-110	-34	-182	-192					
<i>Annual Total</i>	Target		40,211	41,052	41,913	42,541	42,514	43,133	43,987	44,864	45,774	46,649	47,294					718,209
	Actual	39,387	42,240	44,858	46,080	46,985	49,301	50,265	50,388	50,992	51,082	51,463	53,110					
	+/-		2,029	3,806	4,167	4,444	6,787	7,132	6,401	6,128	5,308	4,814	5,816					
Cumulative Total	Target		79,598	120,650	162,563	205,104	247,618	290,751	334,738	379,601	425,375	472,024	519,318					718,209
	Actual	39,387	81,627	126,485	172,565	219,550	268,851	319,116	369,504	420,496	471,578	523,041	576,151					
	+/-		2,029	5,835	10,002	14,446	21,233	28,365	34,766	40,895	46,203	51,017	56,833					

Community Colleges

CECIL COLLEGE
Report on Best Practices and Annual Progress toward the 55% Completion Goal
2021

In 2019, the College reported using the following four strategies and practices that impact state and institutional 2025 degree-completion goals:

Faculty Guild: Cecil College used Faculty Guild professional development activities for 11 faculty members across 2 years. Supported by research, this year-long asynchronous program was supported by an experienced facilitator and was designed to support faculty in the development of course work grounded in research and best practices in learning science. Overall, faculty found the Faculty Guild experience positive, providing positive feedback on the self-reflection process, the validation of sound pedagogical practices, learning new ideas and best practices, and the collaborative process of improving lessons and methods of delivery. The College discontinued this program when the program was acquired by Lumen Learning. This new vendor changed the pricing structure and format of the program.

CircleIn: CircleIn is an app that allows students to develop online study groups with other students in their class. Through the app, they share skills, attack difficult problems, build better study habits, and push each other to succeed. By week 6 of the spring 2021 semester, 5.7% of Cecil College students (140 users) were using the CircleIn app. Approximately a third of these users (30%) were new to the app. Based on these participation rates, this program is on pause for the 2021-22 academic year so the College can evaluate the program and strategize programs for better engagement in the program.

Motivational interviewing: In 2018-19, Dr. Meredith Lutz Stehl conducted a study on the impact of motivational interviewing on student outcomes. 14 faculty and 468 students participated in the study. Results from the study suggested that motivational interviewing was not significantly impactful on student outcomes. No additional training was done for this program.

Developmental Education Sequence: In 2019, the College reported on a redesigned developmental English sequence that decreased the maximum number of developmental credits required from 12 to 8. Based on recommendations in research studies regarding developmental courses, the College has implemented additional changes to both math and English developmental education sequences; these changes become effective in fall 2021. The developmental education sequence for math has been decreased to a single course for most students, with an optional week-long Bootcamp for students who need a little bit of help preparing for the course. Imbedded tutors are being added to math developmental courses as needed. The developmental education sequence for English has also been decreased to a single course, with an optional non-credit *Writing and Reading: Keys to Success* for students who feel they are not ready for these courses. Imbedded tutors have been added to the remaining developmental education course as well as to some sections of EGL 101 College Composition.

The following new initiatives to increase student completion rates have been added since 2019.

Scholarships: The College has implemented several scholarship programs to help students complete their degree programs. These scholarships include: student assist scholarships, technology scholarships, and GEER scholarships.

Course delivery upgrades: Some of the pedagogical changes that were made out of necessity during the pandemic have been identified as upgrades that will increase course options for students. The

College's goal is to provide multiple modalities to take a course, wherever possible. Modalities include on-campus, asynchronous online, synchronous online, and hyflex, which provides students with simultaneous synchronous online and on-campus options. These opportunities allow students to choose the option(s) that fit with their busy schedules so they can continue progress toward degree completion.

Equity: To increase retention and graduation of underrepresented students, the College has developed a Diversity, Equity and Inclusion Taskforce, and has expanded a mentoring program organized by the office of Student Diversity and Inclusion

The efforts outlined above have cumulatively led to increases in retention rates. This year fall-to-fall retention was 61% up from 57.2%. The fall-to-fall retention rates for minority students is 60.6% up from 54.9%. The national average for community college fall-to-fall retention rates is 62.7% for all students. Due to recent decreases in enrollment, the number of 2021 graduates is 316 compared to 372 last year.

Garrett College

FY2021 Best Practices and Annual Progress toward the 55% Completion Goal

Garrett College (GC) is engaged in a number of strategies and practices that impact the College's and the State's 2025 completion goals. As directed in the June 7, 2021 memo from Dr. Fielder, GC is choosing to submit a narrative providing information on new programs/strategies that we are focusing on to achieve the 55% completion goal. The PAR data supports that the developmental non-completer cohort is as an area for improvement, and the College is taking steps to address this cohort's success.

GC has six institutional goals relating to its performance in the following keys areas: Accessibility, Student Satisfaction and Success, Educational Effectiveness, Workforce Development, Community Service, and Effective Use of Financial, Human, and Physical Resources. The institutional goals align with the Maryland Higher Education Commission's institutional performance accountability framework, and the performance measures associated with them are assessed annually. As such, they are relatively fixed and should not be confused with the College's strategic initiatives and goals, although the two are clearly related. Strategic goals of the College's approved FY2021-FY2025 Strategic Plan (SP) align with the 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt.

GOAL 1: Provide Garrett College students, credit and noncredit, with innovative, relevant curriculum delivered by dedicated faculty/instructors who remain current in their field of study.

GOAL 2: Implement innovative best practices, designed to increase enrollment, improve retention, and enable student success.

GOAL 3: Deliver and assess innovative market-driven programs and services to stakeholders, and the community at large, leveraging the assets of Garrett County.

GOAL 4: Ensure the sustainability of the College through innovations in managing human, fiscal, physical, and technological resources.

Assessment and Redesigning the Developmental Program

GC has been taking steps to address retention concerns and collect better general education and annual program assessments as well as formal program reviews. The College has adopted a cycle concurrent with Middle States' eight-year self-study cycle. The College's Associate Dean of Academic Affairs recently led an effort to combine reading and writing developmental courses into an accelerated condensed semester. Changing the integrated reading and writing course from six to four credits should aid in combatting the low retention rates in the developmental program at GC. For the students who are unable to place into the proposed integrated reading and writing course, the department of developmental education proposes the following changes to GC's current reading curriculum to better meet the needs of severely under-prepared students:

Course	Title Change	Updated Lecture Hours	Schedule/Frequency	Reading Placement
ENG 090	Integrated Reading & Writing	4	Offered Fall & Spring	241-251
RDG 073	College Reading I	2	Offered Fall & Spring as A/B term course	200-220
RDG 075	College Reading II	2	Offered Fall & Spring as A/B term course	221-240

The proposed English change eliminates the current ENG 073 course. The proposed reading change breaks the current 3/4 credit reading course into two separate 2-credit courses split into A/B terms. These changes are intended to support more appropriate placement and build confidence in ill-prepared learners, thus increasing student retention.

Additionally, the two new faculty members were given a one-course release to assist the Director of the Advising and Academic Success Center (AASC) in student support and retention initiatives. The implementation of a college-wide mentoring program (Mentoring Agreement; Guidelines for GC Mentors) helps to address personal motivation and the removal of barriers that hinder students from completing degrees, such as developmental education.

President Richard Midcap charged an Assessment Workgroup, chaired by the self-study co-chairs, to address the development and implementation of organized and systematic assessments that evaluate the extent of student achievement for continuous improvement. With both new developmental faculty members on staff during 2020-21 academic year, the College began concentrating on developing and implementing strategies that will further support student success, including using the learning outcomes assessment process to evaluate the College's developmental education program.

As part of the recently established general education assessment cycle and to ensure continuity among English faculty¹ in the different modality offerings—face-to-face, remote synchronous, asynchronous online, and high school dual-enrollment—the English department conducted a course-level assessment of student writing in ENG 101. English faculty agreed to assign two similar essays (of the 4-5 each professor assigns). The first essay assigned at the beginning of the semester asked students to write a narrative. The second of the two similar essays required students to write a research-based argument toward the end of the semester.

In the fall 2020 semester, four full-time English faculty taught 11 English 101 sections. Each faculty member randomly selected five students and submitted two samples of their writing. The first sample, collected toward the beginning of the semester, asked students to write a narrative. The second sample, collected at the end of the semester, required students to write a research-based argument. Both samples were scored using a writing rubric (totaling 25 points) developed at Garrett College in 2016 that assesses development, paragraph organization, word choice,

¹ In the fall of 2019, a fourth English faculty member was hired. Although the faculty member was hired primarily to teach developmental English classes, this faculty member also teaches a section of ENG 101 each semester.

citation, and conventions. The second sample was scored a second time using the Association of American Colleges & Universities' information literacy rubric for a total of 20 points.

The first assignment - the narrative graded with the writing rubric - resulted in five essays over 70%, 12 essays scoring between 60-70%, and three at 52% or lower. Using the same rubric, 11 of the research essays scored 72% or above, nine scored between 60-68%, and six below 56%. This data shows overall writing improvement among most students from the narrative essay at the beginning of the semester to the research essay at the end of the semester. The research essay was also assessed for information literacy skills by how well the student determines the extent of information needed, assesses the needed information, evaluates information and its sources critically, uses information effectively to accomplish a specific purpose, and assesses and uses information ethically and legally. Four of the 20 essays scored 70% or higher on the information literacy rubric. Five of 20 scored 55% or lower, and the remaining 10 essays scored between 60-65%. While showing writing improvement from the beginning of the semester to the end, the research essay scores in information literacy show the greatest need for curricular change.

In March 2021, the Director of Humanities and Director of the Library met to discuss ways to increase information literacy skills among students and support faculty teaching research-based argumentation in ENG 101. The Director of Humanities plans to triangulate these outcomes with initial student placement and final ENG 101 grades and the results of a faculty survey (spring 2021) about writing in their disciplines. These data will help to structure ENG 101 curriculum changes to increase information literacy skills and improve written communication among GC students. These changes will be piloted and reassessed in the fall 2021 semester. The improved curriculum is designed to build off the established common assignments, further emphasizing a uniform curriculum across all sections and modalities of ENG 101. The next step is to incorporate the same concept to assess oral communication.

Retention Initiatives

The Director of AASC develops and carries out an annual operational plan to assist in meeting the goals of the Enrollment Management Plan (EMP), the SP, and the Academic Affairs and Student Affairs Unit-Level Institutional Effectiveness Plans to increase enrollment and, ultimately, student success via completion. The AASC annual operational plan identifies the following three overarching goals to assist in meeting institutional enrollment, success, and completion targets: (1) Increase student and faculty engagement with and student academic progress through the support services provided by the AASC (Tutoring Services) to support overall student academic success; (2) Increase student academic success and retention through the continued use and enhancement of the Jenzabar Early Alert system, and other retention initiatives; and (3) Enhance the Academic Advising experience provided by the AASC and the greater College community. Noteworthy areas of emphasis within those goals pertain to developing and delivering flexible, responsive, and effective tutoring services (in-person, virtual, on-demand, third-party, etc.) and further establishing the Early Alert system into the culture of the institution as the primary vehicle for early academic warning and intervention. In the most recent assessment cycle, both tutoring services and early alerts have proven highly effective at supporting student academic success:

- In AY21, students that utilized tutoring services demonstrated an increase in grade between midterm and final grades for the course in which they received services at an average rate of 48.7%.
- In AY21, students that received an early alert demonstrated an overall increase in academic performance between midterm and final grades at an average rate of 44.3%.

Cultural Diversity Plan (Ongoing)

The Director of Equity and Compliance coordinated the creation of an on-campus health clinic for students to support physical/mental health. She also implemented and then expanded SafeZone training for the campus community and administered climate surveys to help guide future strategies.

The Assessment Team is working to develop a rubric that will appropriately assess the cultural and global perspective learning outcomes and what constitutes success within this competency. Curriculum mapping will be the focus during AY22.

Creating clear, well-defined educational pathways (Ongoing)

The SP has an objective under Goal 1 to assess the feasibility of campus-wide career advising and services for credit/non-credit students and alumni via a feasibility study. On March 26, 2020, MHEC approved an Associate of Applied Science (A.A.S.) in Professional Technical Studies with an Area of Concentration (A.O.C.) in Machining. The Associate Dean of Academic Affairs and the Dean of Continuing Education & Workforce Development are working to identify additional concentrations in the Profession & Technical Studies A.A.S. by leveraging the Workforce Development Council that the Dean of CEWD chairs. They are also working to develop credit and noncredit Career & Technology Education dual enrollment opportunities with Garrett County Public Schools.

The College approved and submitted an Engineering Transfer A.A.S. proposal to MHEC in February 2021 and is awaiting approval. This will provide an opportunity for STEM students that want to begin their engineering studies at Garrett College and potentially transfer to a 4-year institution to obtain their Bachelor's of Science degree.

Open Education Resources (OER) (Ongoing)

The SP contains several actions to enhance faculty use of OER's through adoptions/adaptations or creation of course OER content, while assessing the value for the College and the student which include: establishing how the value for the College and the student will be determined; promoting faculty participation and implementation of OER in GC-awarded grants; and providing professional development to participating faculty.

The developmental program is taking steps for OER conversion using Appalachian Regional Commission (ARC) OER grant funding.

Four instructors will be involved in conversion of five courses. Several faculty have participated in the 2020 MOST OER Institutional Grant. Three faculty have worked collaboratively with Allegany College of Maryland and Frostburg State University faculty to develop OER in three areas (ENG101/102, BIO101/104 and MAT105) to meet OER-defined requirements.

Wor-Wic Community College
FY 2021 Best Practices and Annual Progress toward the 55% Completion Goal

Wor-Wic Community College (WWCC) is engaged in a number of strategies and practices that impact state and institutional 2025 degree completion goals. As directed in the June 7th memo from Secretary Fielder, we are only providing information on new programs/strategies since our last submission.

➤ **Enrollment Coaching (New Initiative)**

Description: As a result of the college's adoption of Guided Pathways and its enhanced focus on retention and completion, a comprehensive review of our enrollment practices was conducted in 2019 and early 2020. Our Guided Pathways committee determined significant revisions were needed to the enrollment process to ensure that students would be prepared to learn and overcome institutional barriers on their first day. In addition, revisions were needed to better link career interests with educational objectives, and to reduce the number of academic program changes made by students after their initial academic program choice. Required enrollment coaching for all new students was added in February 2020, only a few weeks before the beginning of the pandemic, and has continued with full implementation through FY 2021. An enrollment coach reviews and discusses career choice, helps a student select an academic program, examines whether credit or non-credit education is the best fit for the student, discusses financial aid options, determines if a student should have to take a placement test and helps generally to ensure student success. Anecdotal reports suggest enrollment coaching is helping students be better prepared for the first day of class, but persistence data is negatively impacted by the effects of the pandemic.

➤ **Academic Advising Center (New Initiative)**

Description: Wor-Wic received a \$1.96 million Title III Strengthening Institutions grant to support persistence, retention and completion at the college. Data that supported the decision to apply for these funds included stagnation in our persistence and retention data over the last five years, the achievement gap between African-American and White students, our increase in part-time students and local demographic data from our service area regarding college completion. The grant provided funds to implement a new academic advising model and work began on creating a model in 2019. It was determined that the college should shift from academic advising conducted by student services staff and faculty to a professional, full-time academic advising model. Academic advisors were hired in the summer of 2020 and a physical location was remodeled to house the new Academic Advising Center. Academic advising is now required as part of the enrollment process for all new students, and all current students engage with academic advisors as well. Faculty have been redirected to coaching roles with their academic programs and are spending time formerly dedicated to academic advising assisting students with instruction during office hours. Anecdotal reports suggest the new academic advising model is providing more focus for students and reducing academic program changes, but data is negatively impacted by the effects of the pandemic.

Wor-Wic is continuing to implement additional changes resulting from Guided Pathways, including the introduction of a required online student orientation for all students, and engaging with an academic scheduling

consultant to ensure academic schedules are aligned with the Guided Pathways philosophy and meet the needs of a growing part-time student population. Those changes will be reported on in the FY 2022 report.

I certify that this information has been updated for FY 2021.

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Public Four-Year Institutions

Frostburg State University
Report on Best Practices and Annual Progress toward
Achieving the 55% Completion Goal
September 2021

The following report is a summary of Frostburg State University's (FSU) best practices that address the following MHEC-identified goals:

- Increasing the number of enrolling students
- Increasing the proportion of enrolled students who persist to the second year
- Increasing the proportion of enrolled students who earn degrees
- Reducing the achievement gap

Initiatives and programs are listed as they relate to each of the four goals above. The final section of the report summarizes programs that were discontinued over the reporting period and reviews Frostburg's undergraduate degree target, as established by the Maryland Higher Education Commission (MHEC).

New Programs and Strategies

Increasing the Number of Enrolling Students

- The new Bachelor's Program in Life Cycle Facilities Management is a unique program developed to attract students interested in the sustainability of building construction and design.
- The University of Maryland Eastern Shore and Frostburg State University have formed a new academic partnership offering students an accelerated track to becoming pharmacists in six years.
- The Communication Studies major has been revised so that students now select a track in Strategic Social Media or Strategic Communication Leadership. In addition, any student—regardless of major—can now choose to minor in Social Media.
- An enhanced transfer agreement among Frostburg State University (FSU), Allegany College of Maryland (ACM) and Garrett College (GC) will provide students transferring from the region's two community colleges to FSU a greater opportunity to succeed.
- Funded by the U.S. Department of Education, the Maryland Accelerates Program provides a Master of Arts in Teaching (Elementary or Secondary) degree with a year-long teacher residency in partnership with Frederick and Garrett county public schools. The Program provides a 12-month, \$30,000 living-wage stipend during the residency portion of the program to admitted candidates.

Increasing the Proportion of Enrolled Students Who Persist to the Second Year

- In the fall of 2021, Frostburg State University implemented a new dual advising model in which students would be served by two advising professionals. Each undergraduate student will have a professional university advisor who would provide holistic academic advising

and serve as student success case managers for a caseload of 150-200 students. Each student will also have a faculty mentor for their academic program with responsibilities to connect a student's curriculum and professional development to their academic and career goals. This advising model will be phased in over several years, starting with all new first-time first-year students in the fall of 2021. FSU has devoted resources to the success of this model, including increasing and diversifying the staff in our Center for Academic Advising and Retention (CAAR). The university advisors in CAAR will be proactive in responding to student issues and will eventually manage communication campaigns to help students complete necessary steps to promote retention and completion. This advising model was developed as a result of a comprehensive self-study with the assistance of NACADA (the Global Community for Academic Advising) and the John N. Gardner Institute for Excellence in Undergraduate Education and based on both national and internal best practices.

- Frostburg's Achieve Initiative focuses on a target population of entering students who place at math level 0 on their mathematics entrance examination and are subsequently required to take a developmental mathematics course. Beginning in the fall of 2019, 49 first-year students elected to enroll in designated pilot sections of Elements of Applied Probability and Statistics, a course that meets FSU's General Education Program mathematics requirement. These students participated in seminars and other activities focusing on just-in-time remediation, reinforcement of course content, and reflection on mindset and metacognition to help them earn college credit for mathematics during their first semester. The initiative has been expanded to pilot sections in other General Education Program courses and in online modalities.
- In the summer of 2019, a designated section of Intermediate Algebra was offered online for the first time to returning students, in addition to the section that has historically been offered to first-year students. The summer 2019 pass rate for returning students in the course was 87.5% (enrollment: 8 students), as opposed to 92.0% for first-year students (enrollment: 25 students). Summer pass rates continued to exceed that of regular term offerings of the course, allowing more students to progress to mathematics courses appropriate for their majors.
- The Offices of Admissions and Financial Aid revised the academic scholarship model creating greater access to greater academic scholarship dollar opportunities to students who do not take standardized testing. The university utilized a hybrid program for the 2020-2021 academic year and has now fully transitioned to no test score requirements. This move will make scholarship dollars more accessible to all students regardless of test score. As a result, it will allow the university to make strong offers that could both positively impact new student enrollment and persistence to degree completion.
- In the summer of 2021, a committee of faculty redesigned ENGL 101 First-Year Composition, a course required of all FSU students. This redesign provides a more modern set of learning goals and assignments to increase student engagement course has a student success rate (grade of C or higher) of 81% over the past five years. Because of its required status, students who are not successful in ENGL 101 typically do not persist. The redesigned course will be accompanied by a developmental course for students who read below high

school level, as students' reading ability has been strongly correlated with their success in ENGL 101 and other common first-year courses.

Increasing the Proportion of Enrolled Students Who Persist and Earn Degrees

- Frostburg's continuing partnership with *ReUp Education* re-enrolls students who had failed to persist previously at the university and helps to facilitate paths to graduation at Frostburg. In the fall 2019, fifteen students were readmitted through engagement with *ReUp Education* and 12 in fall 2020, with increasing to 22 in fall 2021.
- Frostburg continued to assign students who transfer to FSU without a declared major to the Center for Academic Advising and Retention (CAAR) office, whose staff serve as these students' academic advisors and provide a welcoming connection to the campus. CAAR worked with 25 transfer students during the summer 2021 to develop a fall schedule'

Reducing the Achievement Gap

- In the summer of 2019, Frostburg hired an Assistant Athletic Director for Student Development and Success and in the summer of 2020 added an additional staff member for student-athlete development. These staff members are charged with monitoring and supporting student-athletes' academic performance and progress, overseeing the implementation of study-hall policies, serving as Frostburg's NCAA Student-Athlete Advisory Committee advisor, developing leadership and career preparation programs, and creating stronger student-athlete experiences.
- FSU implemented NetTutor in the fall of 2019 and expanded access during the pandemic, an online tutoring platform available 24/7 and staffed by professionally trained tutors. NetTutor acts as an additional resource to the current one-to-one, appointment-based system currently offered by the Tutoring Center.
 - Utilization statistics since 2019: 1174 Total Sessions, 544 Total Hours Tutored, 27 Total Courses Tutored, Dropped Off Questions: 227, 779 Total Live Tutorials, 1174 Paper/Essay Sessions
 - Utilization trends: 2019: 81 students; 2020: 79 students; 2021: 100 students

MHEC's Target for FSU: Undergraduate Degrees Awarded

Since the previous submission, the actual number of bachelor's degrees awarded at Frostburg remained stable (from 1,077 in 2019 to 1,023 in 2021).

This benchmark exceeded the 2018-2019 target of 918, as established by the Maryland Higher Education Commission.



SALISBURY UNIVERSITY

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

Maryland Higher Education Commission

October 1, 2021

Similar to many other campuses, Salisbury University (SU) has faced incredible challenges since March 2020 as a result of the COVID pandemic. The University has worked tirelessly to maintain the academic quality of our programs and courses while protecting the health and safety of our campus community. While we have faced challenges over the last year, the effects of COVID on our enrollment and the success of our students have not yet been fully revealed. However, SU has already encountered enrollment challenges for two consecutive fall semesters (2020 and 2021) with overall headcount declines of approximately 11% since fall 2019. Additionally, the declines in enrollment for fall 2020 were experienced entirely at the undergraduate level as our graduate student population grew. For fall 2020, undergraduate students were down 6%. As such, it is not surprising that we have also seen a decline in undergraduate degrees awarded. In AY2020-2021, SU awarded 1,842 undergraduate degrees, a 3% decrease over our 2019-20 degree count. Despite this slight drop in degree production, SU is still on target to meet MHEC's 2024-2025 degree target of 30,960 degrees awarded. In fact, we are ahead of MHEC's projected undergraduate degree target total (2009-10 through 2020-21) of 22,278 with a total of 22,283 undergraduate degrees awarded during that time frame.

During 2020-21, SU implemented several new strategies to increase enrollment and degree completion. Below, these strategies have been aligned with the three goals of the *2017-2021 Maryland State Plan for Postsecondary Education*.

ACCESS

- A new online [catalog](#) system was implemented in fall 2020 to increase access to information about academic offerings and program requirements. It is tied to a new online curriculum management process that allows for regular updates to the online catalog, keeping the information as up-to-date as possible.
- The Registrar's Office implemented a new course equivalency program, Smart Panda, to create a more seamless, transparent and consistent transfer credit process for incoming advanced standing students.
- The Registrar's Office implemented a new course equivalency program, Smart Panda, in fall 2021 to create a more seamless, transparent, reliable, and consistent transfer credit process for incoming students. Smart Panda's capabilities decrease the wait time associated with communicating the transferability of courses and enables advisors to more accurately assist students in program and course choices.
- In collaboration with Enrollment Management and the Fulton School of Liberal Arts, a reimagined LatinX Recruitment and Retention committee began meeting again in the Summer 2021 term. The goal of the committee is to break down the perceived barriers that exist between Salisbury University and the underrepresented local community. Additionally, the group is charged with enhancing our outreach efforts to increase the LatinX population with our incoming students each term.
- SU disbursed \$294,612 more institutional aid for the fall 2021 semester than the year prior, representing a 4.6% increase in aid for students.
- The University sought and received Supplemental Funding (starting FY22) to increase enrollments and graduates in healthcare-related programs (Nursing and Respiratory Therapy).
- SU and UMES renewed a collaboration between SU's Physics and UMES's Engineering programs which will allow students to earn a B.S. in Physics from SU in three years and then transfer to UMES for the remaining year and a half as an engineering major.
- SU received approval to launch a BFA Graphic Design Track program at USG (program launch, Fall 2021).

- New degree programs were approved and launched since our last report in the areas of: Data Science (B.S.), Integrative Science (B.S.) and Outdoor Education Leadership (B.A.).
- New minor in Deaf Studies approved (launching Fall 2021).
- The University substantially increased its focus on [dual-enrollment](#), establishing dual enrollment programs with public and private schools in the three Lower Shore counties which allow for courses to be offered within high schools and for students to attend classes at the SU main campus.

SUCCESS

- Recognizing the value of in-person educational experiences, in AY2020-2021 SU held a higher percentage of classes in person than any campus in the University System of Maryland and more than most in the country (Fall 2020: 24% face-to-face and 28% hybrid; Spring 2021: 33% face-to-face and 23% hybrid).
- During the summer of 2020, more than 200 faculty engaged in substantial development work to enhance their remote instruction expertise. SU's Office of Instructional Design & Delivery offered hundreds of training activities aligned with best practices for remote learning.
- Academic Affairs and Enrollment Management collaborated on messaging to students who had left the University but were close to completing their degree, encouraging them to return either to in-person instruction or to consider online courses if they had moved out of the region. Salisbury University also dedicated institutional funds to support near-completer students who needed financial assistance.
- The Center for Student Achievement and the Academic Advising Center collaborated to use features in the EAB Navigate platform and app to communicate with students about available support and strategies for success.
- Advising and Enrollment Management created a postal mailing to reach homes of students that had not yet registered for the upcoming semester and were eligible to do so in an effort to increase overall enrollment.
- Financial Aid implemented new FAFSA workshops for the fall 2021 semester for both prospective and current students and their families. As a way to increase awareness, the University is offering several one-time scholarships for students who attend the workshops, both in-person and virtually.
- Salisbury University received additional federal Higher Education Emergency Relief Funds (HEERF II) for 2021. The University awarded 1,516 students each \$1,000 for a total of \$1,516,000 in relief aid. The University is in the process of awarding a third round of the HEERF funding.
- As part of its commitment to and focus on diversity, equity, and inclusion, the University completed a Campus Climate Study, established an Office of Diversity & Inclusion, appointed a Chief Diversity Officer, and provided many resources, development experiences, and opportunities for important conversations and action.
- Despite impact of the pandemic, students and faculty mentors remained focused on nationally competitive fellowships. In fact, this was SU's best-year ever in terms of number of wins with 20 nationally competitive fellowships won and 38 students reaching at least semi-finalist status. For the fourth consecutive year, SU was named as a Top Producer of Fulbright students by the U.S. Department of State.

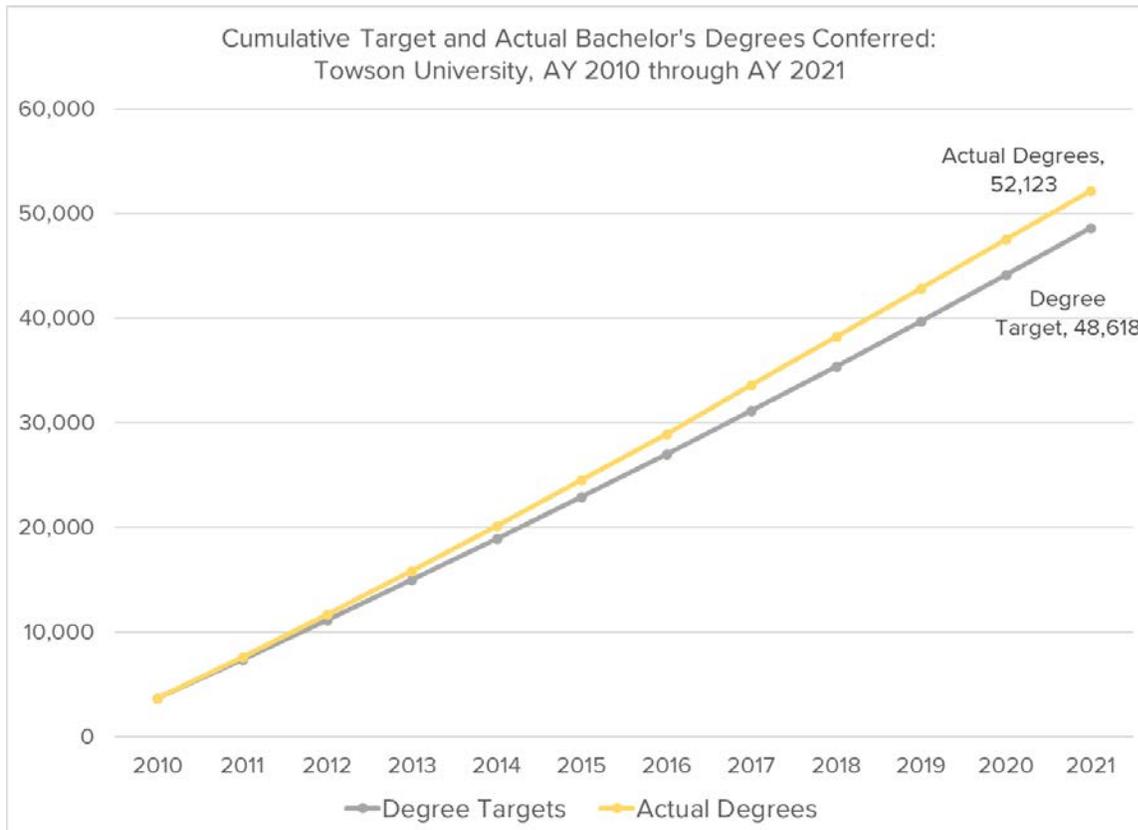
INNOVATION

- Innovation in teaching and learning included global seminars (Hong Kong, Costa Rica, South Korea, India, Colombia), hybrid/remote classes, remote simulation and lab activities, accelerated healthcare programs, remote/F2F internships, virtual research conferences and business competitions including the third largest sales competition in the country.
- The University developed a public health infrastructure to facilitate a relatively high-level of in-person instruction. In addition to a multipronged communications campaign (web, town halls, email, text, social media, etc.), more than 95,000 COVID tests were administered in AY2020-2021.
- SU Libraries quickly moved to providing remote and socially distanced services including remote support by RIS librarians and curb-side pick-up of library materials.
- Student support services such as the Center for Student Achievement, Academic Advising Center, University Writing Center, Counseling Center, and many others modified their services to offer both online and face-to-face support to students. These offices will continue to offer services in dual modalities to provide greater flexibility to students.
- A new general education curriculum model was approved by the faculty for development (implementation in Fall 2023 or Fall 2024). The model includes a First Year Experience, required courses in Civic Engagement, Inclusion & Diversity, and Environmental Sustainability as well as courses that support [SU's Student Learning Goals & Outcomes](#) and COMAR requirements.
- The Admissions Office was able to implement new and creative virtual recruitment opportunities, alongside in-person, on-campus tours, as part of the recruitment strategy as a result of COVID-19. This gave families the choice of how they would feel most comfortable learning about and experiencing Salisbury University.
- A novel [Grad Walk](#) celebration was held in lieu of traditional Commencement Exercises in May, 2021. More than 1000 students participated in this personalized and joyous event, held over four days to allow for social distancing.

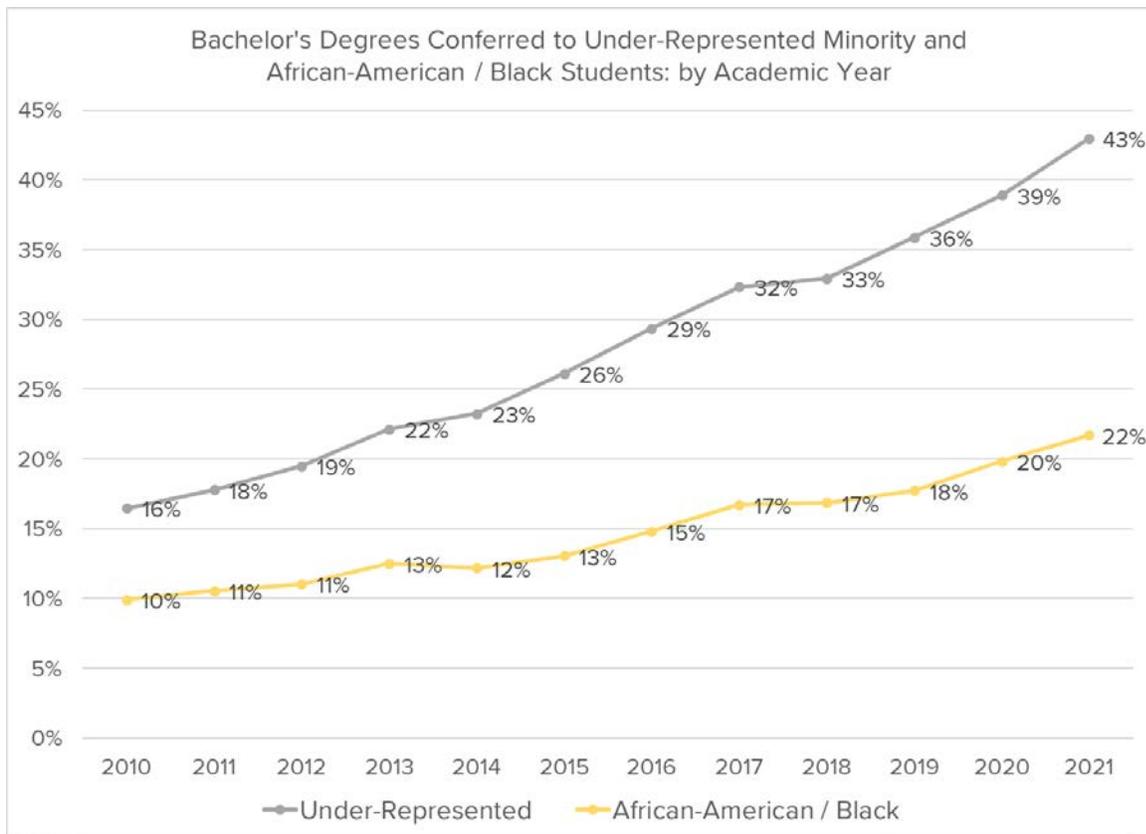
Towson University (TU) is pleased to report on its progress and initiatives supporting the state's 55% completion goal.

Progress Toward the Goal.

TU has conferred 52,123 bachelor's degrees since the baseline academic year, outpacing the interim benchmark of 48,618 degrees by 7% or 3,505 degrees. TU remains on pace to meet or exceed the target of 67,567 bachelor's degrees by academic year 2025.



Furthermore, TU's degree-recipients increasingly represent a more diverse portion of the state's population. Since the baseline year, the share of TU degrees conferred to under-represented minority students has increased by 27 percentage points, from 16% in AY 2010 to 43% in AY 2021. Correspondingly, the share of TU degrees conferred to African-American / Black students has increased by 12 percentage points, from 10% in AY 2010 to 22% in AY 2021.



Implementation of Initiatives Related to Goal

Mandatory advising: Starting in fall 2021, TU is requiring that all students meet with their academic advisor prior to registering for spring 2022 classes. Each student will have a registration hold, which prevents them from enrolling in classes until the hold has been removed by their advisor after the advising session.

Summer math boot camp: In response to the COVID pandemic, which disrupted the important junior and senior years of our incoming students' high school education, TU faculty planned and hosted a 3.5 day pre-semester program for STEM majors who placed into either pre-Calculus or Calculus 1 for their first semester at Towson. Programming included social components to acclimate students to the campus and to focus on soft skills related to college success, as well as academic components to review content known to be obstacles for students in those courses.

Math orientation course: TU's Department of Mathematics created a supplemental 1-credit course, for students enrolled in Precalculus or Calculus I, to support them in their first semester college Math course. Students self-registered based on guidance from advisors. Undergraduate learning assistants, who have been trained by TU faculty, run the weekly sessions. The focus of the sessions is to deepen students' understanding of the content presented in the regular course during that or the previous week.

UMBC Response to JCR 55% Completion Goal Report Update October 2021

UMBC bachelor's degree production has increased steadily since targets were set around the FY 2010 baseline, such that the number of bachelor's degrees awarded in FY2018 and for every subsequent class to date have exceeded the final FY 2025 target of 2,577. With the exception of FY2011, annual degrees awarded since the establishment of the targets have exceeded the yearly targets, rising from 148 more degrees in FY 2012 and a high of 372 more degrees in FY 2017. Much of this success is attributable to our campus prioritization of student success and improving our retention and graduation rates over time.

Efforts discussed in our original response to the JCR request have continued in one form or another. Under the Division of Undergraduate Academic Affairs (UAA), Academic Engagement and Transition Programs continues to provide a wide variety of first-year programs, many discussed in our original report. The Office of Academic Opportunity Programs provides resources to students traditionally underrepresented in post-secondary education, including low-income, first generation, and URM groups. Some of their programs have been active for a long time, including LSAMP and the McNair Scholars Program. The First Generation Network is a newer program designed to help those students who don't have the benefit of a parent with the experience of earning a four-year college degree navigate through UMBC. We started tracking first generation students via the Common App in fall 2014, and on average, about 25% of first time first year students and 37% of new transfers have reported being first generation. UAA also houses the Honor's College, Meyerhoff Scholars Program, Sherman STEM Teach Scholars Program, Undergraduate Research and Prestigious Scholarships, and the Individualized Study Program, all of which emphasize enhancing the student experience and fostering student success.

Directly tied to student success and efforts to improve retention and graduation rates is UAA's Academic Success Center. Beginning in fall 2019, the Division of Undergraduate Academic Affairs expanded ongoing efforts to support student success, in alignment with the UMBC strategic plan and university goals. This expansion resulted in the Academic Success Center's (ASC) unified mission: to support all undergraduate students through the delivery of a robust array of academic support services (Academic Advocacy, Academic Learning Resources and Academic Policy) which enhance and empower students to successfully reach their educational goals. Examples of services provided by the ASC include Tutoring (content tutoring for all first and second year courses and writing tutoring for any course), Supplemental Instruction Peer-Assisted Study Sessions (SI PASS) (weekly review sessions for historically difficult courses), and individual academic success meetings with students to connect them with campus resources. The ASC consists of both physical and digital spaces where students from any college can find the academic assistance they need for a variety of disciplines. The ASC also recently expanded the First Year Intervention Alerts program, now called the Early Academic Alerts Program, so that all students, not just first year, could be informed by their professors if they were having difficulty in their courses, and be connected to resources for success. In fall 2020, 79% of faculty participated in the program, and 31% of first-year students and 11% of non-first year students received at least one alert, with 64% of alerts resulting in a student succeeding in the course. The Academic Advocacy program shows evidence of being effective. In fall 2020, Advocates connected with 2,287 students identified as exhibiting academic risks, including following up with 644 student referrals. Eighty-four percent of the first-time, full-time fall 2020 students who worked with an Academic Advocate were retained into spring 2021.

In the case of major grant-funded initiatives, such as Gates T-STEM, while the grant may have ended, best practices, processes and interventions have continued or been modified and adopted elsewhere. For example, from Gates T-STEM, we have revised and maintained the data sharing MOU with our community college partners, allowing for continued research on the transfer student experience. The College of Natural & Mathematical Sciences (CNMS) continues its collaborative work with AACC, CCBC, HCC, and MC on quantitative reasoning module development and improving transfer success in life sciences courses under an NSF-IUSE grant that relies on that data sharing MOU. What we learned through Gates T-STEM was also instrumental in the adoption of *Transfer Central*, an interactive portal that provides detailed information about transferability of prior coursework and runs scenarios for how prior coursework can be maximized for degree completion at UMBC. The tool also allows the admissions team to better engage prospective transfers during the pre-enrollment process. Also influenced by T-STEM was the formation of the Transfer Equity Initiative, which engages faculty as transfer advocates through applied learning experiences with prospective transfer students and cultivates classroom pedagogies that support/engage incoming transfer students, with a focus on community college transfers.

Dr. Hrabowski's favorite quote "success is never final" is nowhere more evident than in UMBC's continued commitment to the improvement of teaching and learning through pedagogical innovation. The Hrabowski Innovation Fund (HIF) continues to support, via a competitive process managed by the Faculty Development Center (FDC), innovations in teaching and learning proposed and developed by our faculty and staff. Since its inception, the fund has supported almost 40 instances of course redesign, novel approaches to teaching and learning and assessment. The FDC also provides a comprehensive program of services and resources for faculty and instructors in their teaching role at UMBC including: individual consultations and classroom observations, help gathering student feedback through the CATALyst process, workshops on teaching and learning topics, support for pedagogical innovation and research, learning assessment services, consultations in writing and communication in the disciplines, and support for faculty learning communities (FLCs). In 2014, the annual Provost's Teaching and Learning Symposium began as part of the HIF, and serves as a forum for UMBC faculty and staff to present and discuss pedagogical innovations on campus and plan future directions for teaching and learning to support our commitment to student success.

CNMS continues its mission to explore, support, and coordinate research and education through a variety of initiatives. In 2019, STEM BUILD 2.0 at UMBC was renewed at \$14 M in NIH funding to focus on institutionalization of the best practices for student success developed in the first phase of the initial grant. STEM BUILD at UMBC is an undergraduate success initiative and research study at UMBC funded by the National Institutes of Health (NIH) in October 2014. The overall initiative is built upon three primary cores – student training, research enrichment, and institutional change. UMBC is one of ten lead institutions in Building Infrastructure Leading to Diversity (BUILD), which is one of three initiatives in the nation's NIH Diversity Program Consortium. In 2019, STEM BUILD 2.0 at UMBC was renewed at \$14 M in NIH funding to focus on institutionalization of the best practices for student success developed in the first phase of the initial grant. CNMS has also focused on the improvement of DFW rates in many of its foundational courses, especially in the mathematics and statistics. The college also opened an academic success center known as The Learning Collaboratory (TLC), which focuses on building community among unaffiliated groups of CNMS majors, and emphasizes four pillars of success: Science Exploration, Career Readiness, Personal Development, and Diversity in STEM.

We've combined technological innovation and best practices to launch several initiatives to enhance the student experience and support degree completion. Examples include our Degree Planner, an

interactive tool that allows students to create a customized degree plan; the Degree Donut, a personalized visualization of the student's progress to degree completion; and The Guide, an easy to follow guide to facilitate advising and timely registration. We've also begun a multi-year implementation of the Salesforce CRM platform to support recruitment, admissions, student success, and alumni relations, with early efforts focused on recruitment and admissions. The use of this customer relationship management platform should assist in increasing enrollments, and enable student support staff and faculty perform outreach efforts that will enhance student success and the progress.

In July 2020, UMBC launched the Finish Line campaign. This initiative leveraged UMBC's largely online/remote instruction for fall 2020 (due to the COVID-19 pandemic) to re-engage former students who left UMBC prior to completing their degrees and encourage them to return to resume their studies. Approximately 2,700 students were targeted for the initial campaign. Marketing and outreach strategies included email, postal mail, social media channels and a website. Other features included a \$50 readmission application fee waiver, direct points of contact for admissions, advising and financial aid concerns. Over 200 students responded to the campaign and 127 re-enrolled in fall 2020. Under-represented minorities, women and transfer students were over-represented in the Finish Line population (when compared to the overall UMBC population) suggesting that the Finish Line initiative is serving some of our most vulnerable populations. In December 2020, UMBC conferred 16 bachelor's degrees to 14 Finish Line students, we enrolled 125 students in spring 2021 (59 "new"), and with spring 2021 commencement, a total of 49 degrees were conferred in AY 2021. Additionally, as we enter year two of the campaign, 54 of the existing Finish Line students enrolled in fall 2021 and an additional 92 re-enrolled for the first time.

In addition to the Finish Line campaign, as part of its comprehensive student communications plan, UMBC's Office of Enrollment Management routinely reaches out to unregistered students and near-completers (undergraduate students with 90 or more credits earned) to encourage registration and re-enrollment.

Since 2012, continued improvements to our data warehouse and reporting environment (REX) and analytics capabilities have led to a fairly strong culture of data-informed decision making. For example, the aforementioned Finish Line initiative was possible because we could use our data warehouse to easily identify students who left UMBC without a degree, and connect our data with that of the National Student Clearinghouse to determine if students completed degrees elsewhere. Additional data informed projects associated with student recruitment, retention and progress to degree include but are not limited to: yield modeling for merit award distribution; the identification of persistence risk factors and potential students at risk conveyed to the Academic Advocates in the ASC; the development of widely used REX reports such as courses with high DFW rates, retention and graduation rates by intervention and student groups, and outcomes after course completion, to name a few; work by our Academic Analytics team, such as grade surprise (how student performance in a particular class deviates from student cumulative grade point average), major migration, and a six-year graduation prediction model; the development of dashboards to support our Strategic Enrollment Plan; faculty and staff access to both REX reports and student level anonymized data for educational research purposes; UMBC Learning Analytics Community of Practice to support scholars interested in using analytical data to advance student achievement and success, along with the Learning Analytics Mini Grants program; research on problematic courses and sequences of courses that may be impeding student success; and, course engagement and instruction and teaching reports that provide faculty direct feedback on student engagement and performance in our student learning system and other online platforms.



BEST PRACTICES AND ANNUAL PROGRESS TOWARD MARYLAND'S 55% COMPLETION GOAL **2021 Report**

Past editions of this report have demonstrated that the **University of Maryland Eastern Shore (UMES)** is carrying out a wide range of activities designed to increase degree completion. Per the June 7, 2021 memo for this year's report, UMES focuses only on changes to these programs. Hence, the following addresses 1) new programs or strategies since the last submission; or 2) discontinued initiatives since the last submission because of data-validated results.

New Programs or Strategies

Since our last report, we entered a partnership with [ReUp](#), an organization that recruits back stopped-out students. They identify students who want to complete their UMES degree, help them prepare to return to the university and, in collaboration with UMES's Center for Access and Academic Success, provide support for these students through to degree completion.

So far, we have provided ReUp with information on all our stopped-out students from the Fall 2015 cohort. ReUp reports that since December 2018, they have engaged in more than 19,000 meetings, emails, texts, or other communications with our stopped-out students. Seventy-two of these students re-enrolled, completing a total of 156 semesters so far. Five of these students have completed their UMES degrees.

Based on these initial results, we will continue working with ReUp to improve UMES's completion goals.

Discontinued Initiatives

The UMES FOCUS (Future Outstanding Cohort of University Students) program for students on academic probation (cum GPA below 2.0) includes the mandatory course, ARSS 188 (Retention Success Strategies). We designed ARSS 188 to empower these students for success in their academic, personal, and professional lives. Through self-assessment, guided journaling, assignments, and examinations, this course provided the necessary tools for proficiency development in essential study skills of reading, note-taking, test-taking, time management, writing, and other skills needed to ensure student success. Students also learned about university policies, procedures and regulations.

We added three sections of ARSS 188 to the course schedule for Fall 2019, and three academic coaches served as instructors for the fall 2019 semester. Then, we advised our students to enroll in the course as well as modify their course schedules to reflect no more than 15 credits

In Fall 2019, we taught the course primarily in an online format. The professors coordinated strategic outreach at crucial points in the semester to schedule one-on-one academic coaching sessions and sent reminders about important deadlines, workshop updates, and encouragement. Later, the Academic Improvement Plan was revised to include goal planning

and moved to an electronic format for ease of access for the instructors as they met with their students.

However, the review of recent data on ARSS 188 convinced us that the course did not achieve its goals. We are revising the FOCUS program, eliminating ARSS 188, and requiring more personal interaction of academic probation students and CAAS advisors.

The ARSS 188 outcomes data

In Fall 2019, 90 students were on academic probation. We used Accutrack to track CAAS services provided to the FOCUS students from August 26, 2019 – December 13, 2019.

Use of CAAS services by FOCUS Students

Services Received	# of Student	# Percentage of
Academic Coaching	132	32.5%
Peer Tutoring	26	6.4%
Workshops	21	5.1%
Study Time	225	55.5%
FYE Activities	1	0.2%
TOTAL Visits	405	

ARSS 188 grades and GPA, Fall 2019

Course grade	# students	% of students	Cumulative GPA
Satisfactory	17	42%	1.786
Unsatisfactory	24	58%	1.758
TOTAL	41	Average Cum GPA	1.786

Comparative Cumulative GPA Fall 2019

	# of Students	Average Cum GPA
Participants*	41	1.786
Non-participants**	49	1.893

*currently enrolled. **previously enrolled

Good Academic Standing Fall 2019

# Student	# Good academic standing
Participants (41)	18
Non-Participants (49)	25

Cumulative GPA for all Fall 2019 students on academic probation

Cum GPA Range	# of students	% of students
1.99 & Below	47	52%
2.00 – 2.99	43	48%
3.0 – 4.0	0	0

FOCUS Program Student Survey Results, Fall 2019

- 95% rated the FOCUS program as either "Excellent" (23.81%), "Very Good" (23.812%), or "Good" (47.62%)
- Majorities of the students "Agree" or "Strongly Agree" with the following:
 - I completed most or all of the requirements (61.91%)
 - The program's requirements were relevant and appropriate to my current academic standing (65%)
 - The FOCUS program addressed most or all of my academic concerns (68.42%)
 - The FOCUS criteria as outlined in the FOCUS contract were clear (71.43%)
 - I felt valued (84.21%)

ARSS 188 Course Student Survey Results, Fall 2019

- 66.67% of the respondents rated the ARSS either "Excellent" (38.10%) or "Very Good" (28.57%)
- Majorities of the students "Agree" to "Strongly Agree" with the following:
 - The course helped me achieve some or all of my personal goals (52.38%)
 - My current academic standing will improve because of this course (61.90%)
 - I am more confident now about doing well at the university than I was at the beginning of the course (61.90%)
 - The course objectives were made clear (71.43%)
 - The assignments were appropriate for the level of this class (76.19%)

Use of CAAS Services

Item	Agree	Disagree	Neutral
I used tutoring services in CAAS three or more times a week	10.81%	72.98%	16.22%
I regularly seek out the services that a CAAS Advisor recommends	16.21%	59.46%	24.32%

Analysis and Conclusions

More than half of the students enrolled in ARSS received an Unsatisfactory (58%) for the course outcome and received a lower cumulative GPA than those who earned a Satisfactory grade. This result suggests that ARSS 188 was effective, providing that students completed all requirements and assignments.

But the average cumulative GPA for ARSS 188 participants and non-participants was not significantly different. Comparing the students, both enrolled and not enrolled in ARSS 188, who achieved good academic standing, the *non*-participants fared better than the ARSS 188 students. Based on this data and the difficulty of ensuring that all students on academic probation take ARSS 188, we concluded that ARSS 188 was not as effective as we hoped and intended.

We revised the FOCUS program to eliminate ARSS 188 and include more one-on-one interactions with students and CAAS advisors. Survey data from FOCUS students support this decision, in which students saw more value in the FOCUS program than in ARSS 188. The outcomes and survey data suggest that ARSS 188 was ineffective, especially when considering the staff time and effort required. We will enact more one-on-one interactions with students and CAAS advisors to encourage students to use academic and other support services.

University of Maryland Global Campus

The following information for the *2021 Report on Best Practices and Annual Progress toward the 55% Completion Goal* includes initiatives developed and partially or completely implemented since UMGC's last submission in 2019.

Creation of a New Dedicated Student Affairs Unit

The new Student Affairs (SAF) unit includes key teams that provide academic and administrative support services to our students, including: Enrollment Management (Success Coaches, Tuition Planning, and Regional Center Operations); Student Retention and Engagement (Clubs, Organizations, Student Resolution and Judicial Affairs, Retention Programs, Resolution Management, Student Grievances, Accessibility/ADA Services); First Term Experience & Tutoring Services, Library Services, Career Services, Virtual Labs, and Student Communications. By creating one unit, SAF is able to focus on strengthening student support, student satisfaction, retention, persistence and success and will allow us to be more focused and effective in supporting our students and creating a truly student-centric culture within our organization, reflecting more deliberately on our "Students First" value. This objective will be achieved by focusing on the following themes: Student Success and Achievement, Relationship & Connection, Community & Sense of Belonging, and Resolution & Accessibility.

New Tuition Planning Team

The new Tuition Planning Team was created for two purposes. First, this team provides high quality, proactive, consultative support to ensure that students are able to start and continue their educational journey through graduation. Second, this team is a one-stop shop for all student funding questions and support. The tuition coordinators proactively reach out through calls/emails/SMS/chats to students without a valid method of payment; respond to incoming multi-channel communication; act as the primary point of contact for Financial Aid, Student Accounts, Military and Veteran Benefits; and conduct a deep dive into payment methods and eligibility requirements through consultative and proactive conversations. Results following the implementation of the new team were significant when comparing year-over-year numbers of students dropped from classes due to non-payment. Comparing Fall 2019 with Fall 2020, UMGC experienced a 29% decrease in the number of students dropped due to non-payment. Comparing Spring 2020 with Spring 2021, UMGC experienced a 17% decrease.

Quick Approval Process for Reinstated Students

Students who were reinstated in the past (prior to November 2020) after being academically dismissed, had to return to UMGC under a comprehensive process that treated all reinstated students the same, regardless of their dismissal circumstances or potential risk level. Students deemed lower risk based on GPA and number of credits completed are now reinstated using a "quick approval process." Several undergraduate and graduate cohorts were evaluated to identify which students are most likely to succeed using the quick approval process. Evaluation is ongoing to see if these reinstated students have been successful.

New Winback Success Coach Team

Our Student Affairs unit includes a team of success coaches dedicated to re-engaging students who have stopped out for three or more consecutive terms. This Winback Team works on solution-building with this population to identify a path to return, and a plan to succeed once they do return, with a goal of degree completion. The efforts are specifically aligned with the State of Maryland's focus on increasing the number of degree completers.

Updates to the MHEC "Best Practices and Annual Progress toward the 55% Completion Goal" Report Morgan State University

Morgan State University has increased its graduation rate from 28% (2005 cohort) to 46% (2014 cohort), the highest graduation rate on record for Morgan State University. This record achievement is directly correlated to Morgan's ongoing student success and retention efforts largely housed under the Division of Enrollment Management and Student Success (EMASS). Beginning with the Fall 2010 freshman cohort, Morgan has achieved retention rates above 70% for ten consecutive years.

Morgan State University has a well-established approach to enhancing student success, including: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or GPA do not meet the University's criteria for admission (CASA Academy); a summer bridge program for incoming freshmen majoring in Engineering (PACE) designed to increase their likelihood of successful and timely degree completion; an early alert and response system for faculty to alert students and advisors to students showing signs of being in jeopardy (Starfish); Degree Works, the University's degree auditing system; a Tutoring Center that offers one-on-one peer tutoring; a mandatory four day summer freshman orientation experience (Access Orientation). Last year, EMASS launched the Academic Advising Hotline, a resource to help students resolve academic advising concerns or request additional assistance for academic advising matters. The EMASS team manages the Academic Advising Hotline website and forms and responds to all of the Academic Advising Hotline emails sent to advising@morgan.edu. EMASS staff usually assist students with their advising, pin numbers, holds, and registration once assigned advisors have been unresponsive or are the subject of students' complaints and/or concerns. Chairpersons are kept in the loop where appropriate unless students have opted to remain anonymous.

The Office of Student Success and Retention (OSSR) has implemented aggressive and comprehensive tracking of the six-year graduation cohort, the cohort that determines our graduation rate. The 5th and 6th year cohort students with 85+ earned credits are communicated with throughout the year. The course schedules of the students who are registered for each Fall semester with 85+ earned credits are compared to what is in Degree Works and a report is sent to the Registrar with any and all concerns including missing courses and outstanding requirements; notes from the OSSR are kept in a Google document in reference to any concerns. The six-year cohort students with 85+ earned credits who are not registered in Fall courses are asked to immediately register for courses before late registration ends; notes are left in the Google document in reference to why students had not yet registered for classes. The OSSR fully vets the financial clearance list to work exclusively with 5th and 6th year cohort students with 85+ earned credits to make sure that students' bills are cleared before the last day to attend classes without an excuse from the Registrar. The Graduation Cohort Coordinator in the OSSR reaches out to cohort students at the end of the 4th year, before their 5th year begins to ensure that students who don't finish in four years have two full academic years of additional support to help them graduate on-time in six years or less.

The Enrollment Management and Student Success (EMASS) division has continued with a 3rd year of EAB Metrics Mapping. EAB Metrics Mapping utilizes the Advanced Search Filter, Saved Searches, Watch Lists, and Messaging in EAB Navigate to identify, contact, and monitor students in specific subgroups. EAB Metrics Mapping reports and nudges are now a standard component of the Morgan workflow every semester. EAB Advanced Filter saved searches and draft email communications have been created for students with low first semester GPAs, low cumulative GPAs, Pell-eligible students, students who earn fewer than 15 credits per semester, students who have not enrolled for the upcoming term, and students who are eligible for specific scholarship opportunities. Dozens of EAB campaigns are sent to students to encourage them to register for the upcoming semester, especially to students who had stopped-out for one or more semesters. One of our signature innovations is the Reclamation Project, in which we invite students back who left the University in good academic standing (2.0 GPA or better) and earned at least 90 credits to return in their 5th or 6th academic year to finish Morgan "on-time" in six consecutive years or less. These initiatives are aligned with the State higher education goals of ensuring equitable access and promoting student success.

Another best practice is that all first-year freshman students at Morgan are advised by professional staff from the Center for Academic Success and Achievement (CASA) and the Office of Student Success and Retention (OSSR). Holds are placed on every first-year student's account preventing them from making changes to their course schedule without consulting with an academic advisor first. Once first-year students have earned at least 24 credits with a 2.0 minimum cumulative GPA and a declared major, they are reassigned to their departmental/faculty advisor for the balance of their matriculation. All of the notes from first-year advising meetings are saved in Starfish for faculty advisors to refer back to in subsequent advising meetings. Every student has an online advising folder through Starfish.

Morgan State University continues to provide higher education access to a segment of the population which faces financial constraints and challenges which impact our retention and graduation rates. Fifty-three percent of our undergraduates are Pell recipients. However, Pell grants only cover about a third of the cost of attendance for an in-state student. The six-year graduation rate for Pell recipients has increased from 32% in 2017 to 40% in 2021. The University has begun new initiatives to increase the success of our Pell recipients. Special campaigns are undertaken to identify Pell recipients who have not completed their financial aid applications, or registered early for the next term, or have not registered for 15 credits. These targeted initiatives should continue to have a positive effect on Pell recipients' success.

The Morgan State University "50 by 25" Initiative: Getting More Students Across the Finish Line, a campaign to increase Morgan's graduation rate to 50% by the year 2025 has continued into its 4th year with emphasis on three central themes: 1) Advising and Degree Planning; 2) Faculty Development and Course Redesign; and 3) Beyond Financial Aid (BFA). The "50 by 25" Campaign includes half-day, check-in meetings twice per year in April and November for the cabinet, deans, chairs, and senior administrators to report-out on their progress. The Beyond Financial Aid (BFA) Work Group reached all three of its established goals: 1) unveiling of BFA campaign logo, slogan and theme; 2) development of a comprehensive BFA website; and 3) publication of the BFA print brochure for campus-wide dissemination. In November 2019, more than 1,500 print brochures were distributed to offices campus-wide with an overview letter explaining the BFA initiative. The BFA website can be viewed at <https://www.morgan.edu/bfa>.

Morgan's Second Year Experience (SYE) program is designed to engage all students returning to Morgan for the second year in out-of-classroom (experiential) learning opportunities to enhance their career readiness skills. By engaging in experiential learning opportunities such as internships, job shadowing, campus to career field trips, study abroad, etc. students are able to acquire the soft skills employers desire. Second-year students are asked to engage in at least one out-of-classroom activity/experience. This activity can include a study abroad trip, volunteer work with community partners, an internship through the Center for Career Development, or a campus to career field trip during the fall, winter, spring, or summer of students' second year. The SYE aims to engage Morgan students in a high impact experiences as early as possible in an effort to increase their retention and completion rates.

Beginning last year, out of concern for the unknown consequences of the COVID-19 pandemic on enrollment, several rounds of emails to students were added to the withdrawal process for students who request to withdraw from their classes. The emails offer financial support and explain various academic support options for their matriculation. Many students responded to the emails with detailed reasons for their decision to withdraw including mental health challenges such as depression and anxiety, medical conditions such as COVID, death and/or sickness of family members, financial hardship, housing insecurity, conflicts with work schedules, and problems with remote learning. Morgan was able to help a good number of students to stay enrolled as a result of the changes to the withdrawal process; the new process will continue indefinitely.

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

St. Mary's College of Maryland
October 1, 2021

St. Mary's College of Maryland (SMCM) appreciates this opportunity to update MHEC on its initiatives that are likely to assist in reaching the State's 2025 completion goal.

New Initiatives

1. Milestone Analysis

Students who successfully persist to graduation at St. Mary's College of Maryland often share some common academic experiences during their four years. Examination of achievement of these "milestones" can be used to identify students who are at risk for falling behind on degree completion.

The SMCM Retention Strategies Committee undertook a comprehensive analysis of potential academic milestones among first-time first-year students at SMCM. The analysis revealed that the milestones that have the strongest positive impact on student retention and completion are:

- Enrolling in a college mathematics course in the first year
- Attempting at least 16 credits per semester in the first year (16 credits per semester puts students on track to earn the 128 credits required to graduate at SMCM)
- Earning at least 32 total credits in the first year
- Declaring a major by the end of the sophomore year

These milestones have even greater impact upon persistence of students from underrepresented groups, such as students of color, first generation students, and low-income students.

Once these milestones were identified, they were shared broadly with faculty and staff, along with encouragement to incorporate discussion of the milestones into advising meetings with students. Faculty, staff and students are reminded regularly, via email messages, announcements, town hall meetings, and other communication methods, of the importance of meeting these milestones, particularly attempting 16 credits each semester to facilitate timely degree completion. Each semester, academic advisors receive a comprehensive data set on each of their advisees that includes information on their progress toward meeting each milestone.

2. Winterim Term and Online Courses

The pandemic-induced shift to remote instruction in 2020, while sudden and disruptive, provided significant opportunities to increase access that have become a permanent part of the College's academic offerings. Online instruction, particularly between standard academic terms, allows the College to aid students in making timely degree progression.

SMCM offered its inaugural winter session (Winterim) between Fall 2020 and Spring 2021. Due to the intensive condensed schedule of instruction (courses are taught over either three weeks or four weeks), students are permitted to register for a single four-credit class during Winterim. A total of 246 students enrolled in 31 remotely offered courses during the 2020-21 Winterim, with an additional 36 students registered for independent studies or other one-on-one instructional experiences. Analysis of the students who enrolled in this first Winterim term supports its success in advancing degree completion. For example, 57% of the students registered for Winterim were on-track for four-year graduation. As a result of credits earned during Winterim, 70% of students were on track heading into the spring semester. Although SMCM remains a heavily residential campus dedicated to the face-to-face instructional experience, we will continue offering online courses during off-session terms (Winterim and Summer) to assist students in catching up on credits and completing their degree.

3. Academic Support Programs

The Office of Student Support Services (OS3) at SMCM began two new initiatives and expanded one program in Fall 2021 in response to needs identified by students and by OS3 staff. Both new initiatives are designed to help students learn and apply strategies to support academic success, including study skills, time management, note-taking, test preparation and test-taking skills, and communicating with faculty members.

The Seahawk Academic Improvement and Learning Strategies (SAILS) course is a credit-bearing interdisciplinary course focused on the skills mentioned above. Students engage in self-reflection to identify areas of strength and improvement, and learn how to apply organizational tools and study strategies to their own individual academic experiences. Students may take the course for 1 or 2 credits based on their individual needs and schedule availability.

SMCM is also supporting the development of these skills through its new Peer Academic Success Strategies (PASS) Specialists program. PASS complements SAILS by providing one-on-one meetings to help students learn and apply academic success skills. The PASS Specialists program was implemented with the knowledge that college students tend to respond most positively to advice given by peers. PASS Specialists are upperclass students who are specifically trained on a variety of academic strategies that they can then share with their peers during weekly open office hours. The PASS program takes advantage of the positive impact of peer-to-peer communication, and frees up time for the OS3 professional staff to provide additional programming and to respond to other, more substantial student needs.

OS3 has also significantly expanded the College's peer tutoring program. Peer tutors are students who had previously taken the course and received grades of A- or better. Students may schedule virtual or in-person appointments with peer tutors.

Discontinued Initiatives

We have not discontinued any initiatives previously identified as contributing toward the State's completion goal. All of the activities and strategies described in SMCM's last full report (2015) are still active.

Comments on SMCM Degree Targets 2021-2025

We have submitted an accompanying letter with comments on our degree targets and a request to reset our targets.

Maryland Independent Colleges and Universities (MICUA)

Hood College

Report on Annual Progress to increase degree completion

This year marks the fifth year of implementation of the College's 2017-2022 Strategic Plan. This plan, which was developed through a highly inclusive community process engaging faculty, staff, students, community members, trustees, and alumni, forecasts strategic growth in three key areas: academic excellence, partnerships, and strengthening the Hood community.

Hood College has worked to increase our outreach and contact to students at high schools with high percentages of low income and underrepresented student through targeted name purchases and enhanced communications. Similar enhancement to recruitment efforts have been made with CBO's in Baltimore and D.C. Hood continues to build a relationship and enhanced scholarship opportunities with the CollegeBound Foundation in Baltimore. Hood continues to work closely with the Seed Schools in Baltimore and D.C. as well as the Cristo Rey Schools in Takoma Park and Baltimore.

Hood College's Josephine Steiner Student Success Center seeks to empower students as they develop into successful independent learners and provides targeted academic supports for known areas of academic difficulty. The student success center provides students with supports in academic skills building, academic advising and mentoring, writing and mathematics assistance, tutoring services, success coaching, and accessibility support services. The student success center focuses on the goals and needs of individual students as they discover the interconnectedness of their academic programs and personal goals. First year students are also encouraged to enroll in an elective Academic Success Seminar to support the transition from high school to college. In addition, all first-year students at Hood are required to enroll in a First-Year Seminar, which are small classes of no more than 15 students that provide opportunities for students to work closely with professors and peers to develop critical thinking, reading, writing, and information literacy skills. Seminar topics change from year to year to reflect the varied interests and expertise of the faculty who teach them, giving students a broad range of seminars from which to choose. Through the office of student engagement first year students are also paired with peer mentors prior to the start of the first semester who provide support connecting students with social activities and resources during the first semester.

Best Practices toward the 55% Completion Goal – McDaniel College

In the Academic Year 2020-2021, McDaniel College rolled out a new initiative called “Finish in Four”. With an increasing focus on the cost of a college education, and The public facing portion of this project can be found on our website, at <https://www.mcdaniel.edu/academics/academic-resources-support/academic-advising/finish-four>. This website breaks down the necessary steps a student needs to complete to obtain their college education, in easily manageable steps and goals. First and foremost is reiterating the need to complete 16 credit hours per semester for 8 semesters. However, we recognize life happens, and it is not always possible to complete that task. On the website some options are given for earning credit; option which may otherwise not be considered or of which the students may not be aware. Some of the other tasks related to Finish in Four include:

- All students in the first-year classes received “Finish in Four” t-shirts which said “Class of 2025” to help instill a sense of class identity.
- The Academic Life Office did outreach to all FY students who had 12 credits (considered full-time) but not 16 credits (needed for a 4-year graduation). These students received additional summer advising to get up to 16.
- We are working on creating academic maps for each major.
 - We believe this will be helpful for our current students to help them plan their classes far in advance as effectively as possible.
 - Also, these academic maps will be helpful for transfer students to have a good understanding of what their path to their degree will look like depending upon when they transfer to McDaniel
- We are starting to work on advising checklists for advisors to ensure that our advisors are hitting the various things they need to hit during advising sessions with students at different stages of their academic careers.
- Retention of incoming students is measured on a per-semester basis, not just fall-to-fall as mandated by Federal reporting. This allows us to identify problems earlier in a student’s academic career, allowing for early intervention.



NOTRE DAME
OF MARYLAND
UNIVERSITY

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

Notre Dame of Maryland University's ("NDMU" or the "University") Trailblazers Program provides ongoing, essential support to help first-generation Women's College students be prepared for success in a college environment and earn their degrees. The Trailblazers program is focused on data supported retention and academic success initiatives, including programs on FAFSA completion and financial aid, financial planning, time management, academic planning, career services, etc. Year-after-year, Trailblazer participants demonstrate positive impacts from their participation in the program and these positive outcomes are seen in higher retention and higher graduation rates when compared to other first-generation students who do not opt into the program.

NDMU received a Title III Strengthening Institutions Program Grant via the U.S. Department of Education beginning October 1, 2019. NDMU has utilized the funds with a focus on student retention and completion. As a part of the grant, NDMU has developed and enhanced our internal data systems and reporting capacity, as well as implemented a student retention and engagement system, Navigate. The system provides students, advisors, and other offices a single portal and interface for student engagement, academic supports, advisement, retention related analytics, and more. This includes Early Alerts and flagging at risk students for interventions by student retention staff and other University offices.

If you have any questions regarding this report, please contact Greg FitzGerald, Chief of Staff, at (410) 532-5109 or gfitzgerald@ndm.edu

2021 Report to the Maryland Higher Education Commission — October 1, 2021

Stevenson University supports and contributes to Maryland's 2025 completion goal. Prior to this year, the Maryland Independent College and University Association (MICUA) submitted a report on behalf of its member institutions. Stevenson's 2021 report therefore provides a sampling of initiatives and practices underway in support of student success and degree completion rather than changes from a prior report. Initiatives are aligned with the university's strategic plan and are assessed annually. Stevenson shares the State's goal of expanding educational access and attainment for all Marylanders.

Supporting Student Transition, Progression, and Completion

1. **Student Success Coach Program:** Incoming freshmen students are assigned to a Student Success Coach (SSC) based on their major, and they continue working with their coach throughout the entire academic year. SSCs work with students to develop an individualized plan for their academic, professional, and personal success. They provide academic advising, meet regularly with students to set goals, educate students about university resources, provide holistic support and serve as a compass to help students successfully navigate their first year in college.
2. **Implementation of Student Planning:** Stevenson University implemented Self-Service Student Planning and Advising, a comprehensive system that allows students to plan all requirements to graduation, communicate with their academic advisor, and select sections and register for classes. The Planning portion of the system alerts students of potential roadblocks in future semesters, such as missing pre-requisite courses or flagging a course planned for a semester in which it is not typically offered. The Advising portion of Self-Service allows academic advisors to "archive" the academic plans of students, easily saving information if students need to make adjustments to their plans for any reason.
3. **Required Advisor Approval for Registration:** Stevenson University implemented a required meeting between student and advisor each semester prior to registering for classes the following semester. The regular meeting requirement ensures the opportunity for advisors to assist students in building a schedule that optimizes their course options and flexibility while also guiding them toward on-time program completion.
4. **Finish-in-Four Campaign:** Completion of an undergraduate degree in a timely manner contributes to reducing student loan debt and facilitates student progression to wage earning careers or to graduate/professional school. Stevenson's Finish-In-Four Campaign introduces students to graduation requirements as well as opportunities to maximize their undergraduate education through "Design Your Degree" options at Stevenson. Students are encouraged to create a four-year graduation plan tailored to meet their academic needs and interests. This plan enables students to explore unique curricular options in their personal academic plan, including options to study abroad, add a minor, or prepare for graduate/professional school, and to graduate on time.
5. **Suggested Course Sequence/8-Semester Grids:** Stevenson's academic departments create suggested course sequences (also referred to as 8-semester grids) for all academic programs. These grids provide guidance to students that supports their efforts to complete their major and general education requirements in eight semesters. The suggested course sequences are updated annually

and reviewed with students during new student registration.

6. **Required First-Year Seminar (FYS):** All incoming freshmen students are required to complete FYS-100: First Year Seminar during their first semester. First-Year Seminar is designed to introduce students to Stevenson University and to help with their transition to our campus community. FYS is a 1-credit, Pass/Fail course that is designed to be major specific, while still introducing all students to the university's values, transitional skills, and campus resources. Incoming freshman who are still deciding on a major take a First-Year Seminar designed specifically for them, which is taught by Career Connection Center professionals.
7. **The John L. Stasiak Academic Link Learning Center:** The Academic Link Learning Center serves the Stevenson University campus community with free and comprehensive academic services that enable students to optimize their learning potential and persist in their studies towards degree completion. This student-oriented center offers peer and professional content and writing tutoring in online and in-person formats. The Academic Link Learning Center holds a Level III International Tutor Training Program Certification (ITTPC) by College Reading and Learning Association (CRLA). Tutoring services include one-to-one sessions as well as group peer support through Peer Assisted Learning (PAL). PAL provides targeted support for historically challenging courses in which upper-level students facilitate weekly collaborative learning sessions.

Specialized Initiatives and Interventions

8. **Co-requisite and Co-remediation Courses:** Students in need of foundational coursework, which often extends their time to completion, are able to take co-requisite courses at Stevenson. This approach enrolls students in a credit-bearing parent course along with a supplemental course that provides additional support and guided practice to facilitate student success. Co-requisite courses are currently offered in mathematics to improve skills in specific content areas (quantitative reasoning, statistics, and college algebra). These co-requisite courses emphasize practical applications of concepts and skills that appear in the parent courses. Placement into co-requisite courses is determined using the ALEKS Math Placement Assessment. Co-remediation is also offered for first-semester English, allowing students to complete the freshmen English sequence in two, rather than three semesters.
9. **Creation of a Foundational Studies Team:** The recently established Foundational Studies Team is charged with providing thought leadership in the area of support and intervention strategies for students in co-requisite and foundational math and English. Their task is to recommend and implement practical, evidence-based practices shown to be effective in promoting student learning. More precisely, the team works together to further develop and assess a portfolio of support and intervention strategies that foster student success in co-requisite and foundational English and Math courses.
10. **Targeted Initiatives for Specific Majors:** Multiple initiatives have been put in place in the nursing and science programs to support student success, including new courses with additional academic support for students with lower math placements and adjusted advising pathways. Additionally, revisions to the notification processes keep students more aware of their status in the major on a continuing basis.
11. **Academic Early Alert:** The Academic Early Alert system is a tool faculty are encouraged to use to alert Student Academic Support and the student's Success Coach/Academic Advisor to early

signs of academic difficulties of students enrolled in their courses. Early intervention and support help connect the student with resources when concerns are first noted. Reporting from faculty occurs between weeks 1 and 7, with mandatory reporting on all students in Week 4. In addition, all faculty are required to submit midterm grades for students in their courses. Students with at-risk grades, D/F/FX, receive outreach from the Office of Student Success to provide them with resources, offer support, and direct them to their faculty and advisors for further guidance.

Transfer Student Support

12. **Block Transfer:** In an effort to ensure that Stevenson is transferring credits in a way that minimizes credit loss and ensures timely completion, the university adopted a general education block transfer policy. Students entering Stevenson with an A.A., A.S., or A.A.T. degree from a community college in Maryland meet Stevenson's general education requirements. (Note: A second composition course is required if students have not already taken an equivalent course at a community college). General education block transfer is of value to students because it allows them to focus on coursework in their major upon transferring to Stevenson, provides them with more flexibility in course scheduling, and helps ensure timely completion of their degree.
13. **Transfer Plans:** In order to facilitate seamless transfer to Stevenson, the University has more than 90 articulation agreements in place with Maryland Community Colleges. To support timely completion for transfer students, Stevenson has implemented *Transfer Plans* that enable students to see exactly which courses and how many credits they must take to earn their degree. The plan also provides a visual map depicting how students can obtain their Bachelor's degree in four semesters.
14. **Transfer Student Support:** In addition to receiving a faculty advisor from their academic department, transfer students receive regular outreach and support resources during their first semester at Stevenson from the Office of Student Success – including events, programming, and advising. Services offered include sessions on academic planning, understanding Stevenson degree requirements, walk-in hours for social and academic support, transfer socials, and specialized outreach to students transferring with less than 30 credits.
15. **Teagle Foundation Planning Grant:** In June 2021, the Maryland Independent College and University Association (MICUA) and our 16 community college partners statewide were awarded a \$50,000 planning grant from the Teagle Foundation to help more Maryland community college students earn a Bachelor's degree. MICUA members and the community colleges have since established a comprehensive transfer consortium to improve transfer pathways and timely completion. Stevenson is represented on the consortium leadership team as well as on each of the four working group committees. The committees are focused on: further developing seamless transfer pathways (Simplicity); enhancing transfer-specific support services for students (Success); increasing access to high-impact practices (Scholarly Pathways); and eliminating obstacles that transfer students often encounter (Security), all of which contributes to transfer success. The working groups will spend the next year developing plans that can be implemented among MICUA and community colleges partners statewide.

Additional Student Support Initiatives

16. **Student Success Workshops:** The Office of Student Success offers a number of sessions during August to help new students 'jumpstart their semester' prior to beginning classes. Topics include, but are not limited to: How to Prepare for Your First Week of Classes, Syllabus Hacks,

Introduction to Pre-Medicine, and more. Both live and pre-recorded webinars are available for students. During the fall semester, the Office of Student Success hosts ‘Registration Preparation Week’ to assist all new students (freshmen and transfer) with course registration for the spring semester. Sessions hosted during this time include information on changing your major, navigating Student Planning, declaring minors/professional minors, and long-term planning for students.

17. **Student Academic Support Services:** Student Academic Support offers a constellation of support services to students and serves as a liaison among all stakeholders to promote the retention and graduation efforts of the university. In addition to overseeing the academic early alert system, with an intentional focus on academic intervention, support, and follow-up, they also offer outreach and academic planning support for students on academic probation and/or those who have recently been reinstated. Student Academic Support helps students coordinate with their faculty members regarding absences and make-up work related to significant medical concerns or bereavement. Student Academic Support works in close collaboration with the Office of Student Success staff and other campus colleagues to negotiate obstacles to learning for students in challenging situations, and thereby to facilitate their personal and academic success at Stevenson.
18. **Outreach to Students on Hiatus:** Stevenson University uses an official “Withdrawal from the University” form to understand if students intend to withdraw permanently from the university or to return in a future semester. If students indicate that they plan to return after a hiatus, Stevenson staff members reach out to students with instructions on how to reactivate their programs and refer them to an advisor or department chair to register for classes.
19. **SU Care team:** The SU Care Team is an interdepartmental response team made of caring professionals who support the health, safety, and wellbeing of our students. The SU Care Team (with the help of referrals) identifies students of concern and addresses their individual needs while managing the health and safety of the university community as a whole. Its mission is to provide outreach and/or interventions, connect students to resources, make referrals, and provide follow up and closure on each case through effective communication and collaboration to support students.
20. **Student Assistance Program:** The Student Assistance Program provides students with free, confidential, 24/7/365 support to manage life's challenges. The Student Assistance Program can help students facing anxiety, academic or work stress, balancing school and life, burnout and anger, depression, health or body image issues, homesickness, relationship issues, substance abuse, suicidal thoughts, and other issues. Stevenson students can use the Student Assistance Program to receive in-the-moment assistance from a Student Care Coordinator who will confidentially assess students’ problems, assist with any emergencies, connect them to the appropriate resources, and follow up to ensure they receive the help and resources needed.

Stevenson University is committed to meeting all students where they are and supporting them in their efforts to earn a degree. Stevenson’s career-focused academic programs yield graduates well-prepared to enter Maryland’s workforce and contribute to advancing and enriching the community.