2024 Performance Accountability Report Maryland Public Colleges and Universities

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Executive Summary

The annual Performance Accountability Report (PAR) serves as an important mechanism by which public colleges and universities in Maryland are held accountable. Through a performance accountability plan, institutions are required to establish and maintain performance standards, and use metrics to assess their effectiveness in tackling institutional and statewide higher education goals. Every year, the governing board of each public institution of higher education is required to submit a written report to the Maryland Higher Education Commission (MHEC) on the institution's progress in attaining the objectives in the performance accountability plan. This summative statewide report includes highlights from Maryland's public institutions' submissions for the 2023-2024 academic year reporting cycle.

The 2023-2024 Performance Accountability Report summarizes institution's progress toward the three key goals of the 2022 State Plan for Higher Education. Last year institutions responded to the prompts related to the long-term equity gaps. Based on their answers, the Commission is interested in learning more about institutional strategies and initiatives to 1) increase the completion, 2) improve the success of transfer, 3) eliminate equity gaps, 4) equip graduates with employable skills, and 5) secure federal grants on student success.

In short, the performance accountability metrics reflect that the institutions slowly recovered from the negative impact that the COVID-19 pandemic has had on enrollment and student success. However, many institutions have not returned to levels of performance seen since before the pandemic and are not on track to meet some of their established benchmarks before the end of their cycle. This year. seven public four-year institutions' Managing for Results (MFR)/PAR metrics cycle concluded (see the detailed analysis in the institutional assessment section).The full institutional reports in the later part of this volume provide a more detailed summary of the efforts that the institutions made to meet the goals, objectives, and priorities of the State Plan.

Overview of the Accountability Report

The annual Performance Accountability Report (PAR) provides an opportunity for the State, the Maryland Higher Education Commission (MHEC), colleges and universities, and individual governing boards to review and evaluate institutions' efforts to advance the goals of the State and fulfill their missions. Maryland's public colleges and universities' commitment to this is demonstrated by their ongoing efforts to provide detailed and high-quality reports to the Commission each year. This is the 29th- Performance Accountability Report published by the Commission.[1] In addition to the annual reporting requirement in which institutions report on their progress toward stated goals and benchmarks, the Commission requested that institutions respond to the following five prompts for the institutional response:

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.
2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?
3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?
4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?
5. Please use the template attached and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success. For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

This statewide report includes a summary of highlights from institutional submissions for the 2023-2024 academic year reporting cycle[2]. In addition, this volume contains the full, unedited performance accountability reports for all of the public two- and four-year institutions in Maryland.

In 2000, the Commission approved major revisions to the accountability process. As a result, the accountability reporting requirements differ for the community colleges and public four-year

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[1] For a more detailed history of the accountability process in Maryland, please see the 2017 Performance Accountability Report Volume1 and the 2016 Performance Accountability Report found here under the section of "Performance Accountability Reports":
https://mhec.maryland.gov/publications/Pages/research/index.aspx
[2] Institutional submissions for the 2024 Performance Accountability Report are based on analysis of data collected in the 2023-2024 academic year. The measures used to evaluate the institution's performance may have a lag, depending on the frequency and period of data collection.

institutions, although the general indicator-and-benchmark system has been maintained for both segments.

Community colleges developed and refined the common set of indicators across all 16 community colleges. Each community college may also choose to include additional campus-specific measures.

The community colleges'[3] reports include:
- An update regarding their performance on the indicators in each "mission/mandate" area;
- Their progress toward meeting the goals of the 2022 Maryland State Plan for Postsecondary Education most applicable to the community colleges;
- A discussion of how well the campuses are serving their communities;
- Degree Progress Analysis;
- Benchmarks for each indicator and performance on these benchmarks; and
- Four years of trend data for each measure.

Four-year colleges and universities created a single document framework that incorporated the elements of both the Commission's PAR and the Department of Budget and Management (DBM)'s Managing for Results process (MFR). The MFR process accounts for goals established in institutional strategic plans and connects institutional performance to the budgeting process overseen by DBM. The task of merging the two reports was undertaken in conjunction with DBM, the Department of Legislative Services, and representatives from the public four-year institutions and their governing boards.

The reports from the public four-year institutions[4] include:
- An update regarding their performance on the indicators in each "mission/mandate" area;
- Their progress toward meeting the goals of the 2022 Maryland State Plan for Postsecondary Education;
- A list of their accountability goals and objectives;
- An update regarding their progress toward meeting their goals;
- Objectives and performance measures as submitted to the state for *Managing for Results* (MFR); and,
- Five years of trend data for each measure.

This report contains two distinct sections: the Overview of the Key Indicators provides the essential contexts of post-secondary education in Maryland. These include enrollment, retention, transfer and graduation trends as well as a discussion of the indicators by demographic groups. The Institutional Assessment section summarizes institutions' performance on their institutional goals, measures and benchmarks as well as their responses to the two prompts tied to diversity, equity and inclusion.

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[3] The community colleges are: Allegany College of Maryland, Anne Arundel Community College, Baltimore City Community College, Carroll Community College, Cecil College, Chesapeake College, College of Southern Maryland, Community College of Baltimore County, Frederick Community College, Garrett College, Hagerstown Community College, Harford Community College, Howard Community College, Montgomery College, Prince George's Community College, and Wor-Wic Community College.

[4] The public 4-year institutions are: Bowie State University, Coppin State University, Frostburg State University, Morgan State University, Salisbury University, St. Mary's College of Maryland, Towson University, University of Baltimore, University of Maryland, Baltimore, University of Maryland, Baltimore County, University of Maryland, College Park, University of Maryland Eastern Shore, and University of Maryland Global Campus.

Institutional Assessment by the Maryland Higher Education Commission

The 2024 Performance Accountability Report (PAR) highlights institutions' performance on their progress toward meeting their established goals, metrics and performance standards, with a focus on those aligned with the three goals of the 2022 State Plan for Postsecondary Education[5] (access, success, and innovation). This report begins with an overview of key indicators, which provides necessary context through a discussion of enrollment trends, retention rates, and graduation rates.

Overall, student enrollment appears to be recovering from effects of the COVID-19 pandemic. Indicators such as the percentage of students receiving the Pell grant, statewide racial and ethnic demographics of enrolled students, and tuition and fees have remained stable. In addition, graduation rates for both public four-year institutions and community colleges reflect persistent gaps in outcomes among racial and ethnic student groups. More detailed discussion is provided below.

Overview of the Key Indicators: Enrollment Trends, Retention, and Completion Outcomes
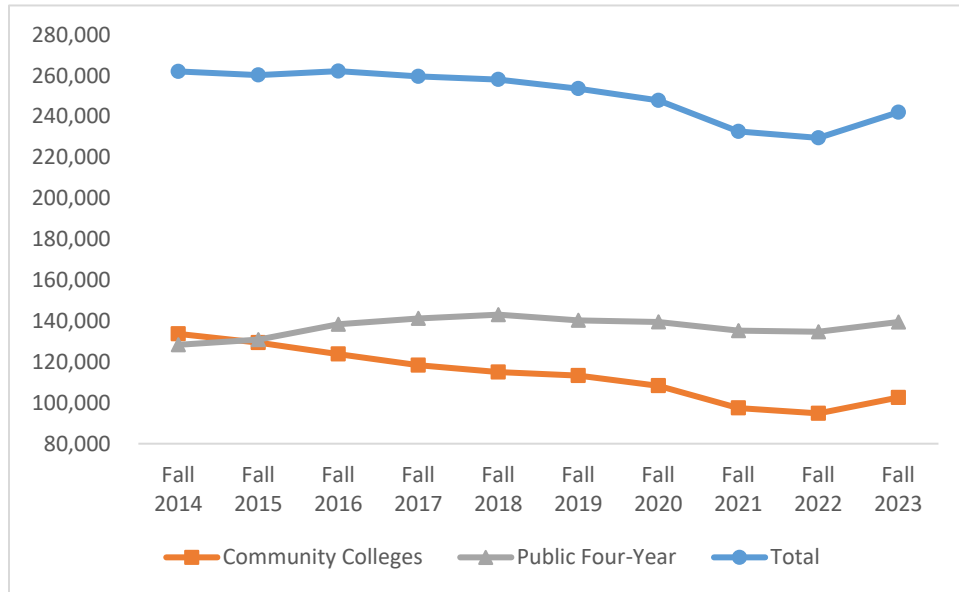
Enrollment

Data from the 2023-2024 academic year indicate that enrollment at Maryland postsecondary institutions is returning to pre-pandemic levels. In Fall 2023, the total undergraduate credit enrollment of Maryland public colleges and universities increased by 5.5% as compared to Fall 2022, marking the first increase since the onset of the COVID-19 pandemic. Specifically, undergraduate enrollment in public four-year institutions rose by 3.6%, while community colleges saw an 8.2% increase. The upward trend continued in Fall 2024, with preliminary data demonstrating an overall increase in undergraduate enrollment by 4.1%[6]. In addition, the proportion of minority enrollment remained stable, with slight increases in the proportions of Black and Hispanic students and students of other races[7] (Figure 2).

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[5] 2022 Maryland State Plan for Higher Education: https://mhec.maryland.gov/Documents/2022-Maryland-State-Plan-for-Higher-Education.pdf

[6] Maryland Higher Education Commission. November 2024. Opening Fall Enrollment. Baltimore, MD: Maryland Higher Education Commission, retrieved from https://mhec.maryland.gov/About/Pages/Dashboards.aspx. Note that undergraduate enrollment includes students who are dually enrolled in high school and college.

[7] Other races include American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, students with two or more races, students whose race is unknown, and non-resident aliens.

Figure 1: Undergraduate Fall Headcount Credit Enrollment in Maryland Public Colleges and Universities, Fall 2014- Fall 2023

Source: MHEC Enrollment Information System

Figure 2: Undergraduate Fall Enrollment in Maryland Public Colleges and Universities, by Race/Ethnicity - Fall 2014- Fall 2023
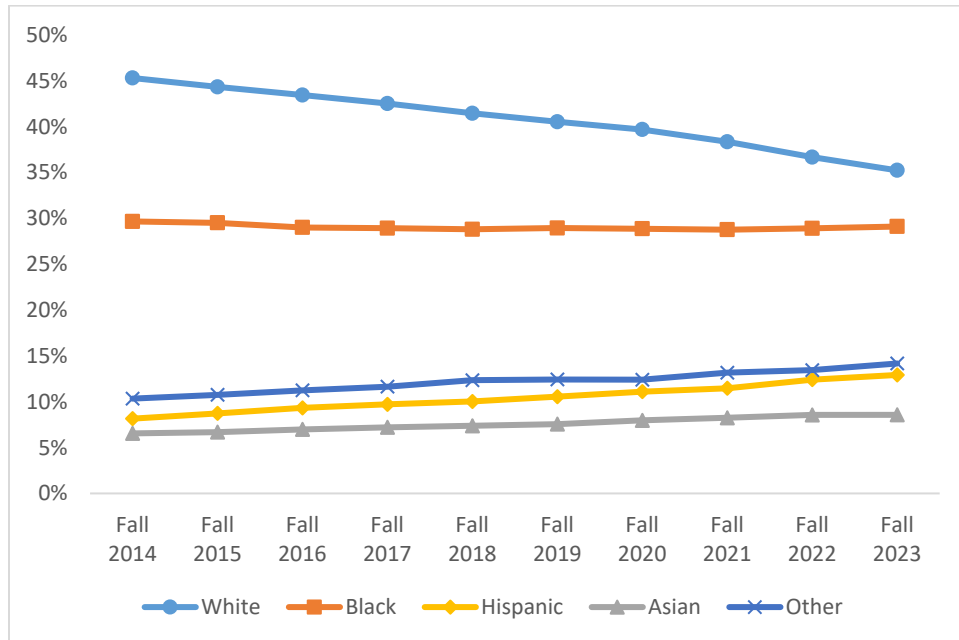
Source: MHEC Enrollment Information System

The Federal Pell Grant Program is designed to help low-income undergraduate students. Around 29.0% of Maryland undergraduate students enrolled in public colleges and universities received

Pell grants in academic year 2022-23[8], which is slightly lower than the national average of 32.0%[9]. In Maryland, community colleges enrolled a slightly higher proportion of Pell grant recipients (29.5%) when compared to public four-year institutions (28.3%). This difference was larger in 2013-14. The trend in Pell grant recipients among undergraduate students shows a notable divergence between community colleges and public four-year institutions. Over the past decade, community colleges have experienced a decrease in the percentage of students receiving Pell grants, dropping below levels seen ten years ago. In contrast, public four-year institutions have maintained a stable percentage of Pell grant recipients over the same period. The impact of delayed rollout of the Free Application for Federal Student Aid (FAFSA) on Pell-eligible student enrollment is still unclear. There is a nationwide decline in first-time full-time enrollment in Fall 2024 and the FAFSA delay may contribute to that. In Maryland, the preliminary opening fall enrollment shows that Maryland public colleges and universities experienced a 1.3 percent drop in first-time full-time enrollment.

Figure 3: Percent of undergraduate students receiving Pell grants: 2014 - 2023
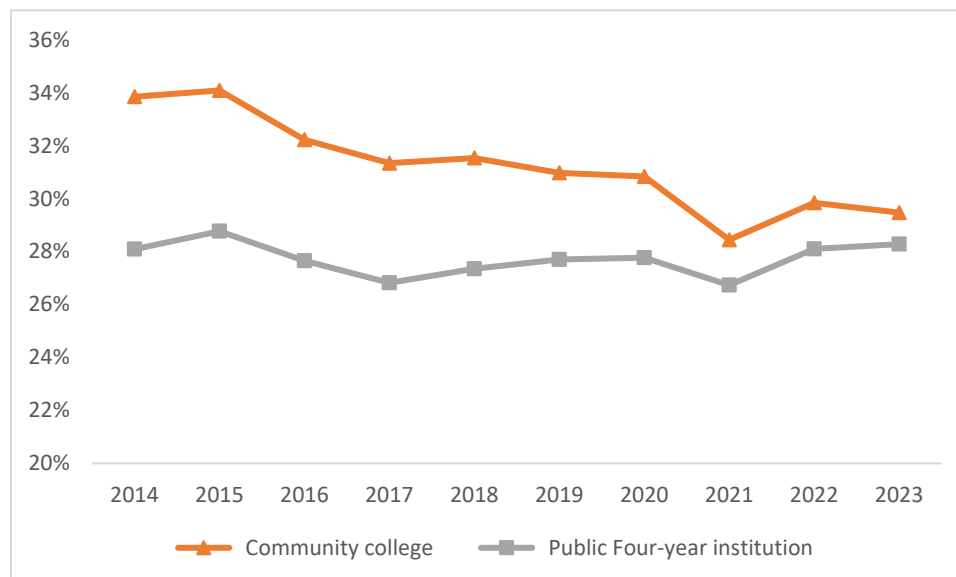
Source: MHEC Pell Grant Dashboard

An indicator of college affordability is trends in tuition and fees at public institutions. Maryland's tuition and fees remained stable in academic year 2023-2024 - community colleges tuition and fees stayed unchanged from the prior year [10] and the state saw a 2.1% increase for public four-year institutions[11]. In 2023-2024, on average, an in-state community college student

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[8] Maryland Higher Education Commission. August 2024. Pell Grant Dashboard. Baltimore, MD: Maryland Higher Education Commission, retrieved from https://mhec.maryland.gov/About/Pages/Dashboards.aspx.
[9] See the national data on the website of National Center for Education Statistics (NCES) https://nces.ed.gov/ipeds/TrendGenerator/app/answer/8/35. The most current year of the national data is 2021-22 as of the report publication.
[10] Tuition and fees for full-time in-state students of service area.
[11] Maryland Higher Education Commission. November 2023. Tuition and Fees. Baltimore, MD: Maryland Higher Education Commission, retrieved from https://mhec.maryland.gov/About/Pages/Dashboards.aspx.

paid $161 per credit. An in-state public four-year full-time student paid $10,270 per year, $213 more than the average tuition and fees amount in 2022-2023.

Retention and Graduation – Public Four-year Colleges and Universities

Trends in student success outcomes have shown a moderate rebound compared to the levels seen in the past two cohorts. The overall second-year retention rate for the Fall 2022 cohort of first-time, full-time students was 80.9%, 0.7 percentage points higher than that of the Fall 2021 cohort for the public four-year institutions (see Figure 4). While the recovery is observed among most racial subgroups, Black students experienced a decline of 2.7 percentage points[12] However, the statewide retention rate is still significantly lower than that of the Fall 2013 cohort (10 cohorts ago), which was 84.1%, as well as pre-COVID era (Fall 2019 Cohort), which was 84.0%.

The six-year graduation rate for first-time, full-time students for the Fall 2017 cohort[13] (Figure 5) increased slightly by 0.5 percentage points compared to the Fall 2016 cohort. However, this growth is not enough to offset the decline experienced over the past three years since the 2013 cohort. Among all racial and ethnic groups, only Hispanic students saw a decrease in their six-year graduation rate.

Figure 4: Second-year Retention Rate of Public Four-year Colleges and Universities: Fall 2013 Cohort – Fall 2022 Cohort
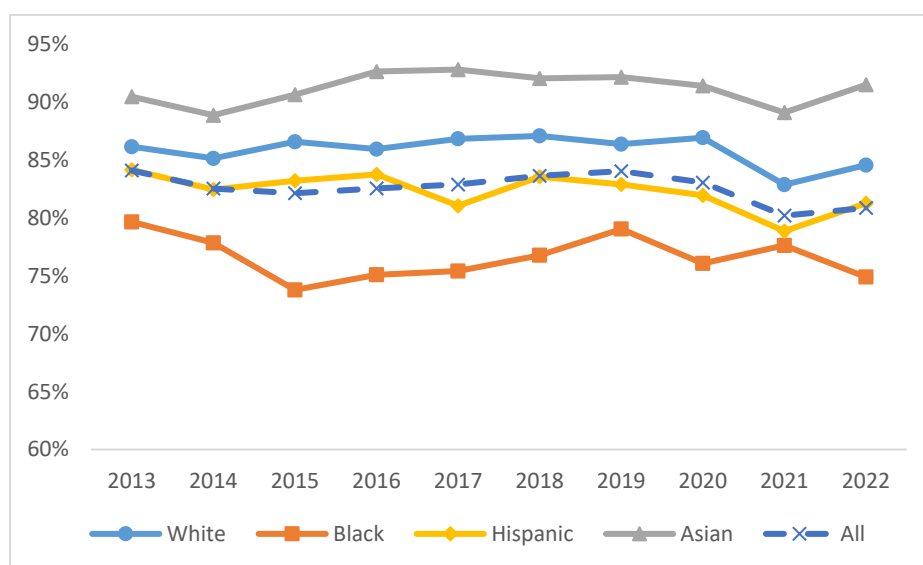
Source: MHEC Four-Year Colleges and Universities Retention and Graduation Dashboard[14]

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[12] This figure represents data for the four race/ethnicity categories representing the largest student groups in the State: Asian, Black/African American, White and Hispanic. Data on smaller race and ethnic categories are excluded in alignment with the suppression policy of the agency.

[13] In 2024, MHEC reconstructed the definitions and data analysis for the data file that informs the retention and graduation outcomes. Therefore, the graduation outcomes of the earlier cohorts published in the previous Reports may not fully match the trend data in this report.

[14] Maryland Higher Education Commission. November 2023. Retention and Graduation in Maryland Four-Year Institutions. Baltimore, MD: Maryland Higher Education Commission, retrieved from https://mhec.maryland.gov/About/Pages/Dashboards.aspx.

Figure 5: Six-year Graduation Rate of Public Four-year Colleges and Universities: Fall 2013 Cohort - Fall 2017 Cohort
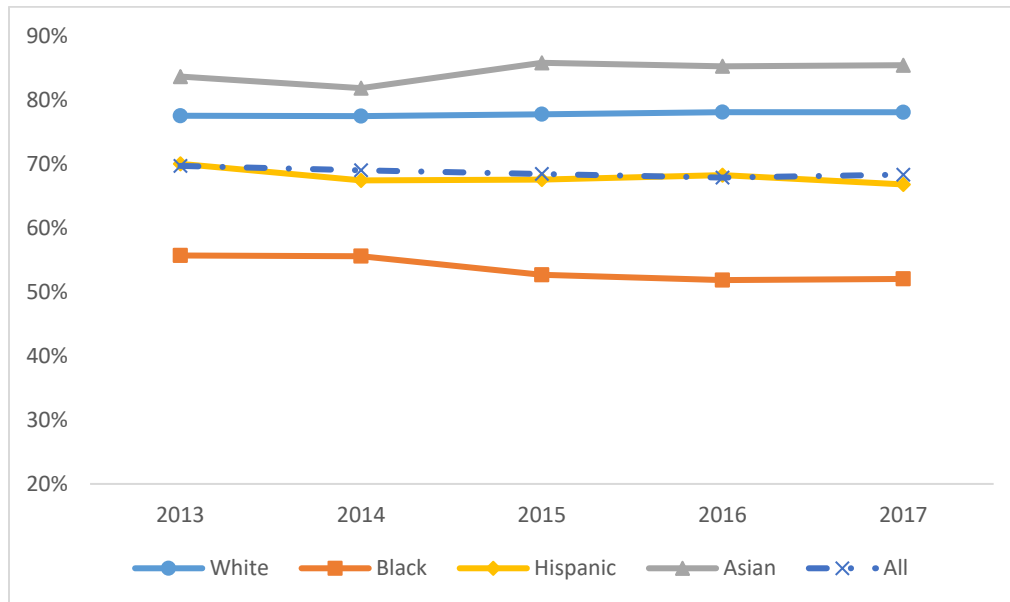
Source: MHEC Four-Year Colleges and Universities Retention and Graduation Dashboard

Transfer and Graduation – Community Colleges

For the community colleges, measures related to students' three-year completion and transfer provide a similar framework to the second-year and six-year outcomes reported for the public four-year institutions. This section involves analysis of three important, three-year outcomes for first-time, full-time students: (a) students who graduate from a community college and do not transfer to a four-year institution, (b) students who graduate from a community college and do transfer to a public-four year institution, and (c) students who transfer to the four-year institution but do not earn their associate degree first. Data for these three-year outcomes show that the proportion of first-time full-time students from the Fall 2020 entering cohort who graduated and did not transfer, as well as those who graduated and transferred, improved when compared to both the 2019 cohort and the data from the earlier cohorts Although the proportion of students who transferred without graduating was higher than in the last cohort, it remains significantly lower than that of the Fall 2013 entering cohort. This suggests that overall, more community college students are transferring to Maryland four-year institutions within three years, with a specific increase in those who earn an associate degree first (Figure 6).

Figure 7 presents the combined graduation and transfer rates (a summation of the three trends in Figure 6) by racial/ethnical subgroups. Compared to the last cohort (first-time full-time entering college in Fall 2019), the combined graduation and transfer rate of the 2020 cohort increased for all but Asian students, while Black students experienced an increase of 7.9 percentage points. In addition, White and Asian students' rates continue to trend above all students, whereas Black and Hispanic students trend below.

Figure 6: Three-Year Graduation and Transfer Rate of Community Colleges: Fall 2013 Cohort – Fall 2020 Cohort
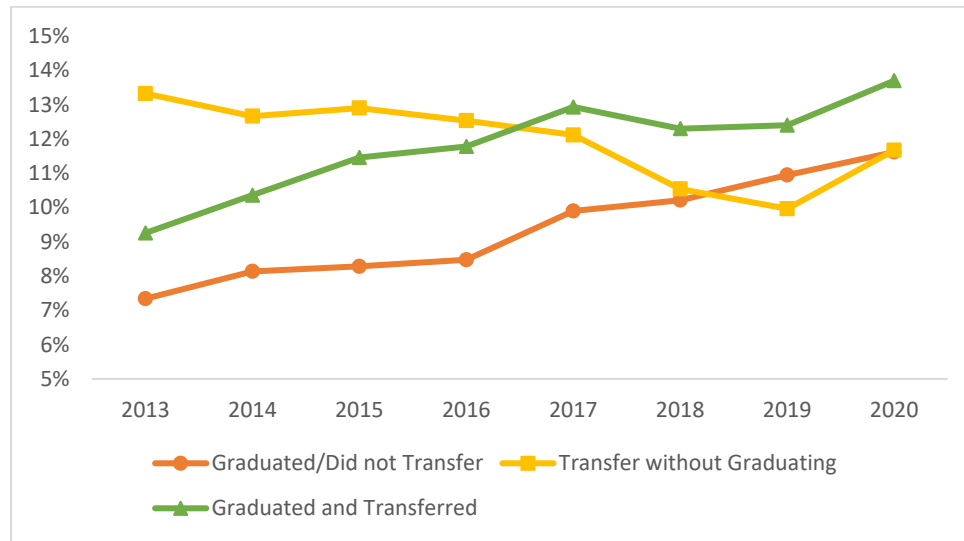
Figure 7: Combined Three-Year Graduation and Transfer Rate of Community Colleges by Race/Ethnicity: Fall 2013 Cohort – Fall 2020 Cohort
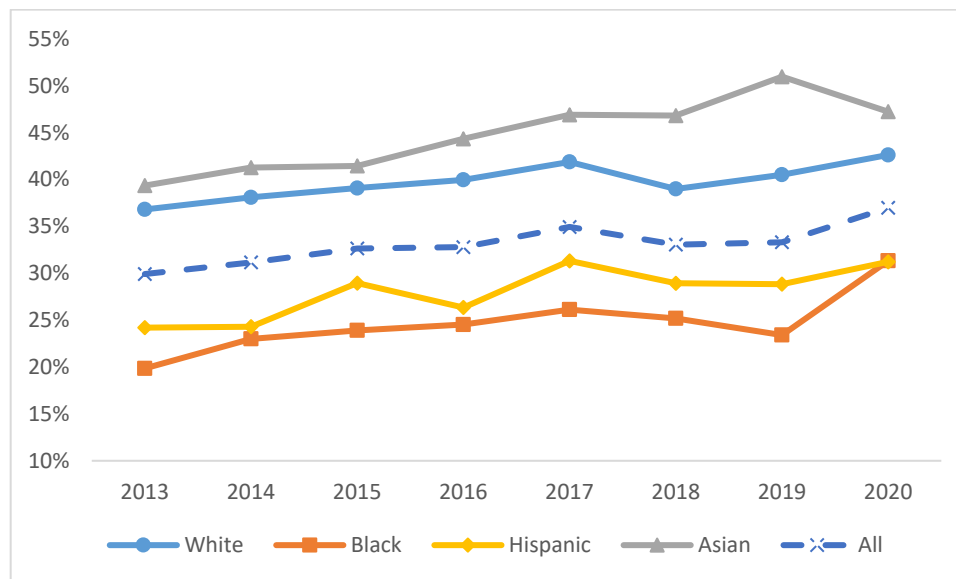
The multi-year trend in retention and graduation outcomes of public four-year institutions (Figures 4 and 5) and graduation and transfer outcomes for the community colleges (Figures 6

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[15] Maryland Higher Education Commission. November 2023. Retention, Graduation, and Transfer in Community Colleges. Baltimore, MD: Maryland Higher Education Commission, retrieved from https://mhec.maryland.gov/About/Pages/Dashboards.aspx.

and 7) show that disparities persist for some measures such as the six-year graduation rate of public four-year institutions and three-year transfer and graduation rates of community colleges during and after the pandemic era. Community colleges reflect in the reports that the Fall 2020 cohort began their studies during the pandemic shutdown, which impacted their experience. Colleges speculate in their reports that it may take years to see the achievement gaps narrow.

In an effort to better understand these differences in outcomes among students, MHEC has chosen to deepen the investigation of this year's Performance Accountability Report on completion, transfer, student educational and career success in Maryland public universities and colleges, with a special focus on equity. Both this statewide analysis and the institutions' reports aim to address this topic. The next section will summarize the institutional assessment on Maryland public colleges and universities' performance over the last year, discussing institutional performance tied to their selected PAR indicators, benchmarks and goals.[16]

Institutional Assessment

MHEC staff conducted a review of the institutions' data submissions as well as their annual narrative reports. What follows contains highlights of that review with a focus on the goals of the 2022 Maryland State Plan for Higher Education and the responses to reporting prompts. Since 2000, the accountability reporting requirements have differed for the community colleges and public four-year institutions. Therefore, the following institutional assessment will be discussed for two segments, respectively.

Maryland Public Four-Year Colleges and Universities

It is challenging to assess, at the statewide level, the success of Maryland's public four-year institutions in meeting their individual and unique performance metrics and goals. This is due, in part to, the fact that none of the 13 public four-year institutions' performance indicators, goals, and benchmarks are the same. This is driven by the institutions' varied missions and strategic priorities as well as the agreement in 2000 that the Department of Budget and Management's MFR format/metrics would be the framework from which to assess public-four year institutions' accountability and performance. Moreover, Maryland's public four-year institutions have different cycles for their Performance Accountability/MFR metric setting (e.g. cycle length and year of updating). Seven institutions have established their MFR benchmarks set for 2024[17]. Thus, the institutions are at different points of progress toward their established benchmarks. Despite these differences and the wide range of measures used by the public four-year institutions, there are several metrics that are shared by a subset of institutions and can be

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[16] These indicators, benchmarks and goals are established by the institutions; community colleges establish these on a five-year cycle and align them with the State Plan for Higher Education and the public four-year institutions' metrics, benchmarks, and goals are established through their Managing for Results process. The 2017 Performance Accountability Report Volume 1 and the 2016 Performance Accountability Report introduced more detailed history of the accountability process in Maryland.

[17] These seven institutions are Frostburg State University (FSU), Salisbury University (Salisbury), Towson University (Towson), University of Maryland, Baltimore (UMB), University of Maryland, College Park (UMCP), University of Maryland Eastern Shore (UMES), and University of Maryland Global Campus (UMGC). University of Baltimore (UB) and University of Maryland, Baltimore County (UMBC) will conclude their current MFR cycle in 2025. Morgan State University (Morgan) just updated their MFR in 2023 and the new benchmarks are set for 2027. Coppin State University (Coppin) and St. Mary's College of Maryland (SMCM) do not specify a concluding year of their MFR cycles. Bowie State University's (Bowie) benchmarks is not updated and still set for 2019.

summarized to reflect their progress toward the three central goals of the 2022 Maryland State Plan for Higher Education – Access, Success, and Innovation.

- Access - Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

The trend in undergraduate enrollment is one of the key measures to assess student access to higher education. This is the first year that the majority of the public four-year institutions have seen increases in undergraduate enrollment since the pandemic. Eight[18] of the 13 institutions' enrollment increased in this reporting year (Fall 2023). In total, undergraduate enrollment of public four-year institutions rose by 3.6%.

Fall 2023 data show that the undergraduate population remain diverse, both racially and economically. Twelve of the public four-year institutions[19] set benchmarks for minority students, economically disadvantaged students, or enrollment of Pell Grant recipients, and all exceed or are on track to meet their goals for enrollment diversity[20].

Several institutions also set goals tied to specific subpopulations of undergraduates. For example, six institutions (Bowie State University [Bowie], Coppin State University [Coppin], Frostburg State University [FSU], Salisbury University [Salisbury], University of Maryland, Baltimore County [UMBC], and University of Maryland Global Campus [UMGC]) chose to report enrollment in undergraduate STEM programs in their MFR. Among them, four institutions experienced increases in STEM enrollment. Only two institutions (Coppin and UMGC) specified the benchmarks for STEM enrollment and they either exceed or appear to be on track to meet the goal by the end of the cycle[21]. Many institutions still remain optimistic about recruiting and graduating more students in STEM majors as more new STEM programs have been approved and are about to offered.

- Success- Promote and implement practices and policies that will ensure student success.

An analysis of the institutional PAR submissions from the public four-year institutions shows that some institutions face challenges in meeting their established goals for their student success measures in this reporting year. Eleven institutions[22] report and benchmark the second-year retention rate for the first-time, full-time students or minority subgroups; most of them either met or are track to meet the respective benchmarks. University of Maryland Eastern Shore (UMES) missed the retention goals they set for 2024 by 18 percentage points. Frostburg met the benchmarks for the overall retention rate but the retention rate for African American students is eight percentage points below the benchmark set for 2024. St. Mary's College of Maryland (SMCM) is behind on its stated benchmarks for second-year undergraduate student retention.

In comparison, institutions face more challenges in meeting or exceeding their benchmarks for their overall six-year graduation rates. Bowie, Salisbury, Towson, and UMES failed to reach

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[18] These nine are Bowie, Coppin, FSU, Salisbury, Towson, UB, UMBC, UMCP, and SMCM.
[19] Bowie and SMCM do not report similar measures in their MFR.
[20] FSU missed the goal for the percentage of African American undergraduate enrollment.
[21] Institutions are considered on track to meet the benchmark if there is a steady upward trend from previous years indicating that the respective indicator is projected to grow to the established goal by the benchmark year.
[22] UMB and UMGC did not include retention/graduation in their MFRs.

their targeted graduation rates. Morgan and SMCM experienced a decline from the previous year and fell behind in their progress toward the established goals. Only six out of 12 institutions who set benchmarks for graduation rate (Coppin, FSU, University of Baltimore [UB], University of Maryland, Baltimore [UMB], UMBC, and University of Maryland, College Park [UMCP] met or are on track to meet their goals.

Most institutions reflected that these challenges to student success are tied to the lingering effects of the COVID-19 pandemic. Institutions reported they are committed to leveraging more resources to improve learning outcomes for disadvantaged students through more intensive advising, counseling, financial support, and technology support.

- Innovation - Foster innovation in all aspects of Maryland higher education to improve access and student success

Similar to the last PAR cycle, this year the institutions relied on the professional licensure pass rates and graduates of education programs as metrics that reflect the institution's effort on innovatively increase students success. Nine institutions[23] reported the pass rates in various licensure examinations. The primary licensure exams that the students in public four-year institutions complete are Praxis (teaching) and NCLEX (nursing). UMB also reported pass rates for law, medicine, pharmacy, physical therapy, and social work licensure. In general, the licensure exam pass rates remain consistent this year for most institutions. Coppin missed their targeted nursing license rate by 36 percentage points. UMB's Maryland Bar exam and nursing license pass rate did not meet the 2024 benchmarks. Some institutions stated in their report that their programs were actively reviewing the test-taking strategies for their students. Furthermore, institutions report that there remains a significant shortage of teacher graduates. Seven institutions[24] incorporated the number of teacher preparation program graduates into their MFRs and established a specific benchmark for this metric; however, four of these institutions did not achieve the established benchmarks in 2024. Some of these institutions reported that they worked more closely with their colleges of education in order to recruit more undergraduates into teacher education programs.

Community Colleges

The 16 community colleges in Maryland share common PAR metrics and reporting cycles (2021-2025), and the accountability indicators used for reporting are tightly aligned with the State Plan. Therefore, the following summary is based on the indicators of all 16 colleges, unless stated otherwise. Also all current indicators for the community colleges conclude in reporting year 2025 and are benchmarked to the goal of 2026[25]. Therefore, the assessment references whether the institutions are/are not on track to meet their stated final benchmark.

Mirroring the national trend, more than a decade of decline in undergraduate enrollment for Maryland community colleges stopped and the enrollment rebounded in Fall 2023. All 16

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[23] These nine are: Bowie, Coppin, FSU, Salisbury, Towson, UB, UMB, UMBC, and UMES.
[24] These seven are: Bowie, Coppin, FSU, Salisbury, Towson, UMD, and UMES.
[25] Depending on the availability of data, some benchmarks are anchored to FY 2026 while others may be aligned with FY 2025. Some benchmarks for retention, graduation, and transfer outcomes are set based on the most recent entering cohort that has enough subsequent years of data available to track progress by FY 2026.

community colleges witnessed an increase in this reporting cycle, compared to only seven colleges in the previous reporting cycle. Unlike public four-year institutions with over 60% full-time enrollment, the majority of community college enrollment is part-time students (approximately 70%). Besides credit enrollment, community colleges enroll a slightly larger number of students in non-credit academic programs than those enrolled in credit programs. In academic year 2022-23, over 129,000 students enrolled in non-credit courses in Maryland community colleges versus approximately 102,000 students enrolled in credit courses.

In addition, community colleges enroll a large proportion of students who are assessed as not ready for college-level courses (e.g., students requiring developmental or remedial education in math or English). In Fall 2023, a slightly higher proportion of first-time students entered college with developmental education needs[26] than the Fall 2022 cohort (38.9% for 2023 compared to 37.7% in Fall 2022).

Access - Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

The PAR indicator for annual unduplicated headcount in this reporting cycle (annual enrollment of FY 2023) was still stagnant. Twelve colleges were significantly behind their stated PAR benchmarks in credit enrollment[27]. Despite the non-credit enrollment reviving strongly, all colleges except for Allegany College of Maryland (ACM) are behind their target of FY2025.

Community colleges face challenges in maintaining their market share of first-time full-time students[28] and recent college-bound high school graduates[29]. Most are not on track to meet their benchmarks. Conversely a small number of colleges have exceeded their stated benchmarks, moving beyond what they had hoped to achieve by Fall 2025. Three colleges' market share of first-time full-time students have already exceeded their established benchmarks for Fall 2025[30] and two collages' market share of recent high school graduates have already exceeded the benchmark for Fall 2025[31].

One notable indicator of access is high school student enrollment in the community colleges, namely through dual enrollment courses and early/middle college programs. Fourteen community colleges either have exceeded or are close to the benchmarks set for high school student enrollment well in advance of the benchmarks set for Fall 2025 [32]. In their narrative

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[26] Maryland Higher Education Commission. October 2024. Remedial Education in Maryland Public Institutions. Baltimore, MD: Maryland Higher Education Commission, retrieved from https://mhec.maryland.gov/About/Pages/Dashboards.aspx.
[27] Anne Arundel Community College (AACC), Allegany College of Maryland (ACM), Frederick Community College (FCC), and Howard are the four colleges whose for-credit enrollment unduplicated headcount exceed or are on track to meet the benchmark FY2025.
[28] Market share of first-time full-time students refers to the percentage of service area residents enrolled as first-time, full-time freshmen at any Maryland college or university who are attending the community college.
[29] Market share of recent college-bound high school graduates refers to the percentage of recent service area public high school graduates enrolled at any Maryland college or university the following fall who are attending the community college.
[30] These three are: ACM, Garrett College (Garrett), and Prince George's Community College (PGCC).
[31] These two are: ACM and Cecil College (Cecil).
[32] Baltimore City Community College (BCCC), and Cecil fell behind the benchmark for high school enrollment.

reports, the community colleges underscored the importance of high school student enrollment amidst the challenges faced in maintaining overall enrollment. Community colleges summarized their efforts on partnering with local school systems in the section "Community Outreach and Impact" of their reports.

Success - Promote and implement practices and policies that will ensure student success.

Most community colleges are able to maintain their progress on retention goals. Fourteen colleges [33] reported that they already met or progressed toward their established accountability benchmarks in fall-to-fall retention. The retention indicators are also disaggregated by students' assessed "college readiness" and by Pell grant recipients. Colleges overall are making promising progress in the retention of Pell students – thirteen colleges are either on track or have already met their benchmarks[34]. In contrast, almost half of the colleges experienced declines in retention rates for students assessed to need developmental education[35]. This trend may be linked to community colleges' increased emphasis on using multiple measures to identify students in need of remediation. As a result, many students now classified as needing developmental education are those who fall below all established multiple measure thresholds. As a result they are more likely to struggle to progress to their second year. This shift highlights the complexities of addressing the needs of at-risk populations.

Community colleges use their graduation-transfer rates after four years as an additional success benchmark. For this reporting cycle, the colleges' performance is tied to graduation-transfer (Fall 2019 entering cohort); performance in this metrics is significantly improved compared to the last PAR reporting cycle. Seven colleges have already met these goals [36]and six colleges make promising improvement to the goals established for Fall 2021 cohort [37]. However, most institutions face challenges in meeting the goals for developmental completers[38] and college-ready students. Eleven colleges were significantly behind the benchmarks for developmental completers[39] and 10 colleges were significantly behind the benchmarks for college-ready students[40].

To eliminate the barriers, facilitate completion, and smooth transfer to four-year institutions, the community colleges summarized various initiatives implemented on campuses. Examples include but are not limited to: redesigning developmental education, adopting a student-centered advising model, providing financial support, and forming partnerships with public four-year

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[33] Community College of Baltimore County (CCBC) and Montgomery College (MC) were behind the progress toward the benchmarks.

[34] AACC, College of Southern Maryland (CSM), and MC are behind the progress toward the benchmarks.

[35] These are AACC, Carroll Community College (Carroll), CSM, FCC, Garrett, Harford Community College (Harford), MC, and PGCC.

[36] These are AACC, ACM, Carroll, Cecil, CSM, Garrett, and Harford.

[37] CCBC, Chesapeake College (Chesapeake), FCC, Hagerstown Community College (Hagerstown), MC, and Wor-Wic Community College (Wor-Wic).

[38] Developmental completers are students who, within four years, successfully completed all recommended developmental coursework of completed a college-level course in the recommended areas.

[39] The exceptions are AACC, CCBC, Cecil, CSM and Garrett.

[40] The exceptions are BCCC (unreportable due to small population size), CCBC, CSM, Garrett, Harford, and Howard Community College (Howard).

institutions on transfer student success. Institutions stated that they will continue to monitor short- and long-term outcomes for students at-risk and provide necessary support to improve their success.

- Innovation - Foster innovation in all aspects of Maryland higher education to improve access and student success

Community colleges documented various indicators regarding their performance tied to the innovation goal, including workforce outcomes for the graduates, licensure pass rates, and non-credit enrollment in continuing education.

Using data obtained from the Maryland Longitudinal Data System (MLDS)[41] on post-graduation workforce outcomes, the community colleges report that employment for community college graduates remained stable in this reporting year. Six colleges [42] saw a modest reduction in in the employment rate within one year of graduation. MLDS data reflect that, three years after graduation, community college graduates earned 3.1 times higher wages than they did before enrollment.

Community colleges play an important role in providing education and training for employment that requires licensure/certification. The major licensure exams covered in the report include nursing, physical therapy, dental hygiene, medical technician, and other miscellaneous professions. The pass rate of various licensure exams improve from the last reporting year. Twelve colleges' licensure exam pass rates are either stable or higher than the last cycle[43]. Despite the improvement, seven colleges are behind the goals; they indicated in their reports that they are working with professional organizations and studying the preparation strategy for the examination.

Last but not least, community colleges create goals and track continuing education course enrollment in workforce development, professional education leading to government or industry-required certificate or licensure, and contract training courses. Although the total course enrollment numbers increased in FY2023, the majority of colleges have not yet recovered from the impact of COVID-19. No college has exceeded the benchmarks they created for FY 2025 and only five colleges are on a promising progress toward the goal[44].

Responses to MHEC Prompts

Last year institutions responded to the prompts related to the long-term equity gaps. Based on their answers, the Commission is interested in learning more about institutional strategies and initiatives to 1) increase the completion, 2) improve the success of transfer, 3) eliminate equity gaps, 4) equip graduates with employable skills, and 5) secure federal grants on student success.

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[41] See "Community College Workforce Participation Metrics" here
https://mldscenter.maryland.gov/CenterReports.html
[42] These six are AACC, ACM, BCCC, Harford, MC, and Wor-Wic. Only Harford experienced a sizable drop from 88.3% for FY2021 graduates to 75.6% for FY2022 graduates.
[43] Chesapeake, CSM, and PGCC are the three colleges experiencing declines in the pass rate and behind the benchmarks. Garrett's did not report this measure.
[44] These colleges are ACM, Cecil, CSM, Hagerstown, and Harford.

The prompts MHEC included in the 2024 reporting guidelines to institutions are noted below and institutional responses are summarized in the bulleted section that follows.

MHEC Prompts:

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.
2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?
3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?
4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?
5. Please use the template attached and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success. For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Summary of Institutional Responses:

This section highlights key takeaways from the 13 public four-year institutions' and 16 community colleges' narrative reports.

<u>Maryland Public Four-Year Colleges and Universities</u>

1. Increasing Completion Rates

All public four-year institutions have implemented a variety of initiatives aimed at improving completion rates. Many reflected in their reports that a data-driven approach was a center in the interventions.

- **Centralized Support Services:** Public four-year institutions often establish centralized units (e.g., Academic Success Centers) to provide holistic support, including tutoring, peer-assisted learning, academic advocacy, and targeted transition programs.

- **Innovative Use of Technology:** Tools such as degree planners, personalized dashboards, and Customer Relationship Management (CRM) systems help streamline academic advising, monitoring, and student planning, contribute to improved retention and graduation rates.

- **Early Interventions and Outreach:** Programs targeting first-year and second-year students, such as bridge programs and first-year seminars, are popular strategies to increase student engagement and persistence.

2. Transfer Student Success

All institutions report that they have goals regarding the success of transfer students though not all of them explicitly include the measures in their MFRs. The most common indicators are transfer enrollment and retention/graduation goals for transfer students.

- **Credit Maximization and Process Efficiency:** Guided by the Transfer with Success Act, institutions expressed commitment to focusing on maximizing credit awards for transfer students, including transparent policies for credit transfer, promotion of ARTSYS to streamline transfer evaluations, and advising support prior to transfer.
- **Dedicated Support Staff:** Transfer coordinators, retention coordinators, faculty advisors, and specific transfer committees target their efforts to increase campus engagement and support for transfer students.
- **Tailored Orientation and Advising Programs:** Institutions provide specified advising programs, redesign courses for new transfer students, and have refined orientation programs to commit to improving the transfer experience.
- **Partnerships with Feeder Institutions:** Collaborative efforts with community colleges, including articulation agreements and dual-enrollment programs, help streamline the transfer process and improve outcomes.

3. Addressing Equity Gaps

Institutions reflected that the biggest challenge in equity were related to financial need and varying student demographics, like race/ethnicity, gender, first-generation status, adult students, etc. Some institution also indicated that constraints in revenue made it more difficult to pay for the support services that can help mitigate gaps.

- **Data-Driven Solutions:** Institutions use data to identify disparities, such as lower persistence rates among Black male transfer students in STEM or differences in first-year academic performance across demographics. These data are used to support initiatives that enhance equity and mitigate gaps.
- **Key Interventions to Reduce Gaps:**
    - Institutions expanded offerings such as emergency funds, food pantries, and both academic and life support resources in an effort to intervene *before* students stop or drop out.
    - Equity-focused data analysis are conducted regularly to identify and target interventions toward underperforming groups.

4. Ensuring Graduates Leave with Employable Skills

- **Microcredentials and Skill Verification:**

- o Institutions increasingly offer microcredentials and digital badges for industry-relevant skills, such as project management, leadership, or data analysis.
- **Experiential Learning Opportunities:**
  - o Opportunities including internships, co-ops, practicums, and research experiences, are provided to students.
  - o Institutions strengthen partnerships with employers for on-campus recruitment and off-campus networking.
- **Career Development Centers:**
  - o Students received support such as professional development workshops on resumes, interviews, networking, and job search strategies.
- **Industry Integration:**
  - o Institutions create collaborations with advisory boards and employer panels to align academic programs with market demands.

5. Securing Federal Funding for Student Success

- Public four-year institutions are currently receiving funding from a total of 304 federal grants amounting to $422 million. On average, each institution has received approximately $1.39 million.
- The primary funding agencies include the U.S. Department of Education, the National Science Foundation, the National Institutes of Health, The National Institute of Standards and Technology.
- The number of grants awarded to each institution varies significantly, with Morgan State University receiving the highest number at 105 grants, while UMGC reported one grant received. On average, each institution received 23 awards.

Community Colleges

1. Increasing Completion Rates

Most community colleges reported implementing student-focused support programs and data-driven initiatives to boost completion rates:

- **Student Support:**
  - o Colleges provide tutoring, mentoring, and wrap-around services for underrepresented or at-risk populations.
  - o Colleges are committed to expanding financial aid offerings to reduce financial barriers.
- **Academic Program Redesign**:
  - o New developmental education models (e.g. co-requisite, accelerated remediation sequence, multiple measures of assessment) have been implemented to improve first-year course completion rates and retention rate.
  - o Early Alert systems are utilized to monitor and support students at risk of not completing.

- o Faculty incorporate recommendations from formal academic program reviews to improve outcomes.
- **Equity-Minded Networks**:
  - o Ten colleges join the Achieving the Dream network which assists colleges in building campus capacity in student support, leadership development, and data integration in programming.
  - o Collaborating with MHEC and MDRC through the program of Expanding SUCCESS, three community colleges provide incentives to the at-risk students to take heavier course loads, accelerating progress toward graduation.
- **Technology and Data Utilization**:
  - o Colleges adopted online tools like centralized planning software, automated communications, and student support service platforms.
  - o Innovative delivery models are employed such as increased online course offerings and HyFlex training for faculty.

2. Transfer Student Success

All 16 community colleges measure transfer students' success by their transfer student's first year GPA in their PAR metrics. They also measure the 1-year transfer rate for their graduation and set the benchmark for it.

- **Pathway Programs and Partnerships**:
  - o Most colleges maintain robust articulation agreements with in-state and out-of-state institutions.
  - o Colleges participate in statewide initiatives like the Transfer with Success work group and Maryland Transfer Intensive.
- **Advising and Support**:
  - o Dedicated transfer coordinators facilitate articulation agreements and partnerships with four-year institutions, including on-campus advising sessions.
  - o Institutions employed specialized transfer advisors to guide students at key credit milestones.
  - o Colleges actively track transfer rates and graduate feedback to assess and refine their transfer preparation strategies.
- **Metrics for Success**:
  - o Data dashboards track academic programs and transfer destinations.

3. Addressing Equity Gaps

Colleges acknowledged persistent challenges in addressing equity gaps in access, retention, and completion. Themes in their responses are summarized below.

- **Disparities in Outcomes**:
  - o Graduation/transfer rates for African American male, Hispanic, and low-income students often lag behind their peers.
  - o Colleges aim at strengthening capacity to track and evaluate program outcomes effectively.

- o CRM software and enhanced data governance are used to identify service gaps and enrollment disparities in programs like General Studies.
- **Challenges Identified**:
  - o Financial instability, family responsibilities, and academic preparedness gaps are common barriers.
  - o Limited resources prevent scaling successful initiatives, such as intrusive advising or targeted support programs, across broader student populations.
- **Solutions Pursued**:
  - o Scholarships and emergency aid help address financial challenges.
  - o Colleges provide tailored support services like TRIO Student Support Services for first-generation and low-income students.
  - o Equity-focused human resources initiatives aim at diversifying faculty and staff to reflect the community.

4. Ensuring Graduates Leave with Employable Skills

All colleges emphasized a commitment to ensuring graduates are workforce-ready through experiential learning and career-focused resources. Some areas of focus include:

- **Work-Based Learning**:
  - o Internship, apprenticeship, and clinical placement opportunities are embedded into many career programs.
  - o Some colleges offer co-op programs, service-learning, and industry-aligned capstone experiences.
- **Career Counseling and Workshops**:
  - o Dedicated career services offices provide 1:1 counseling, career assessments, workshops, and job fairs.
- **Industry Partnerships**:
  - o Advisory boards guide curriculum alignment with workforce needs.
  - o Programs with industry-recognized credentials (IRCs) are expanding across campuses, ensuring students graduate with valued skills.

5. Securing Federal Funding for Student Success

- Community colleges are currently receiving funding from a total of 146 federal grants amounting to $85 million. On average, each institution has received approximately $580,000.
- The primary funding agencies include the U.S. Department of Education, the National Science Foundation, the National Institutes of Health, the Department of Labor.
- The number of grants awarded to each institution varies significantly, with Montgomery College receiving the highest number at 23 grants, while Garrett College reported no grants received. On average, each institution received nine awards.

Conclusion

The impact of the COVID-19 pandemic on Maryland higher education continues to diminish. Universities and colleges remain committed to the goals of the 2022 State Plan for Higher Education and the vision established through their institutional missions. However, many of

them face various challenges to remediate the negative effects accumulated since the COVID-19 pandemic. In summary, undergraduate credit enrollment, student retention from year to year, graduation, and labor market outcomes have recovered slowly and show promise of returning to pre-pandemic rates.

As announced at the recent 2024 Student Success Summit[45], the Commission has embarked on developing new post-2025 goals as the cornerstone for the forthcoming revisions to the State Plan for Higher Education (due to the General Assembly no later than July 1, 2026). As that work solidifies a vision for higher education for the remainder of this decade, institutions will need to reevaluate their performance metrics and related benchmarks to fulfill their commitment to student success and the goals outlined in the forthcoming revised State Plan for Higher Education.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2024 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law.

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[45] https://mhec.maryland.gov/Pages/2024-Maryland-Student-Success-Summit.aspx

BOWIE STATE UNIVERSITY

MISSION

As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities (2019).

INSTITUTIONAL ASSESSMENT

Overview

Bowie State University (BSU) has a rich and vibrant history as the State's oldest historically black institution. Many of the founding values continue to resonate through the University's mission statement and the FY 2019-FY 2024 *Racing to Excellence* Strategic Plan. The five goals in Bowie's current strategic plan align with the priorities in the Maryland Higher Education Commission's *2022 Maryland State Plan for Postsecondary Education,* herein known as the *State Plan*. This section is organized by *State Plan* priority area and Bowie State MFR performance measures. It summarizes the progress Bowie State University has made in achieving the benchmarks set in 2020 that align with the current BSU Strategic Plan and the *State Plan*.

Continuing Commitment to Access and Affordability

Bowie State University continues its founding mission to offer educational opportunities to African Americans and other students who benefit from a culture that empowers students to reach their full potential. The University has enrolled over 5,200 undergraduate students each fall term since 2018. Of the 6,408 students enrolled in fall 2023, 21 percent were a race or ethnicity other than African American. Since the fall of 2020, Bowie State freshmen admissions requirements have been test-optional. The average new freshman high school GPA increased from 3.01 (fall 2020) to 3.21 (fall 2023).

Bowie State's in-state undergraduate tuition and mandatory fees are 10 percent of the Prince George's County median income (MFR Objective 2.3) and are below the 12 percent MFR target. Bowie uses this indicator as a guidepost for institutional affordability (*State Plan* Priority 1).

Bowie State has a multipronged approach to training students in financial literacy (*State Plan* Priority 2). All new freshmen enroll in the Freshmen Seminar course their first semester. This course introduces students to various college academic and social success strategies, including effectively managing their time, finances, and health. Financial literacy is a specific module in the curriculum. Students learn the importance of living on a budget, different types of financial aid and how to qualify for and keep them, how to balance working and borrowing, strategies for using and managing credit wisely, and the importance of having a financial plan for the future. In addition to this course, the Office of Financial Aid offers financial literacy counseling, workshops, and online resources to support students. The College of Business also offers a Personal Finance course as part of the institution's general education program.

Since the pandemic, Bowie State has used two approaches to assess new student readiness for academic work in English and mathematics (*State Plan* Priority 3). All first-time freshmen are placed directly into the first English credit course, ENGL 101. This course was revised to include additional writing support and undergoes an assessment each semester to determine if improvements are needed to support academic success. Assessment for mathematical readiness and placement has also changed since the pandemic. New students are placed into a first math credit course based on high school GPA and Bowie State major. Students below the GPA threshold can take an 8-week or 16-week developmental math course. The 8-week option allows the student to enroll in a first math credit course in the second 8-week session. Additionally, the Math Tutoring Center supports all students enrolled in math courses. Developmental math courses also undergo an assessment each semester to determine if improvements are needed to support academic success.

Focus on Student Success, High-Quality Academic Programs and Co-Curricular Experiences, and Lifelong Learning

Three Bowie State University Strategic Plan goals align directly with the *State Plan* student success priorities:

Goal 1: Deliver high-quality academic programs and relevant co-curricular experiences,
Goal 2: Promote a holistic and coordinated approach to student success,
Goal 3: Encourage academic and administrative innovation to meet student needs

Bowie State continuously improves its academic programs. It provides a high-quality liberal arts educational experience for students by creating a learning environment that combines up-to-date, evolving curricula and co-curricular learning opportunities (*State Plan* Priority 5). During FY 2024, BSU received Maryland Higher Education Commission (MHEC) approval for a bachelor's degree in Virtual Reality and Gaming. Additionally, the university anticipates submitting over 10 new programs in FY 2025. New programs are developed to train underrepresented populations in fields critical for Maryland's workforce and to expand Bowie State's STEM programming. Enrollment in recently approved academic programs grew 170 percent between fall 2023 and fall 2024. The PhD in Counselor Education and Supervision program welcomed its first cohort of 13 students in the spring of 2024.

The university has several MFR indicators aligned to *State Plan* Priority 5. All new faculty have terminal degrees in their field (**MFR Objective 1.1**). Core faculty are balancing teaching, scholarship, and service while maintaining a 7-8 course unit load (**MFR Objective 1.4**).

The number of professionally accredited programs (**MFR Objective 1.2**) remained the same during FY 2024. The Computer Technology program was recertified by the National Security Agency and the Department of Homeland Security for continued designation as a National Center of Academic Excellence in Cyber Defense. The following academic programs are in the early stages of specialized accreditation: Visual Communication and Digital Media Arts, Communications, and Sports Management.

Bowie State graduate satisfaction levels with academic preparation for employment and lifelong learning (**MFR Objective 1.3**) are indirect quality measures. Less than 15 percent of 2023 graduates responded to the one-year follow-up survey. Graduate satisfaction with employment preparation was 80 percent, and graduate school preparation was 90 percent. The university

tracks graduate school enrollment through the National Student Clearinghouse and employment through social media data mining and a one-year post-graduation survey.

MFR indicators 1.5 – 1.7 demonstrate Bowie State's commitment to supporting Maryland workforce development and workforce readiness by focusing on preparing under-represented populations to work in STEM, education, and healthcare.

Bowie State University continues to see increased STEM enrollment and degree production (**MFR Objective 1.5**). Undergraduate STEM enrollment has grown 25% over the past five years to over 1,100. One hundred and fifty-seven (157) undergraduates received a STEM degree in FY 2024. Bowie State has well-established undergraduate STEM programs in biology, bioinformatics, chemistry, computer science, computer technology, and mathematics. New STEM programs in Cyber Operations Engineering, Data Science, and Software Engineering are expected to contribute to the growth rate within five years.

Enrollment in the undergraduate and graduate initial teacher certification programs (**MFR Objective 1.6**) has averaged 365 students over the past three fall semesters. Partnerships with several public school systems to offer initial certification training to teacher aides are critical to initial certification program enrollment. Fifty-eight (58) initial teacher certification degrees were awarded in FY 2024.

The Nursing Department has made significant progress on its 2020 Maryland Board of Nursing (MBON) approved improvement plan **(MFR Objective 1.7)**. Examples of actions to improve the NCLEX-RN required MBON pass rate include a revised undergraduate curriculum, targeted faculty development opportunities, preceptorship clinical experiences for graduating seniors, requirements for students to do mandatory remediation in areas of weakness monitored by faculty and the Nursing Student Success Center (NSSC); requirements for students to pass the exit exam, which is included in nursing course NURS 499; and, incentives for the students to pass NCLEX-RN on the first attempt by reimbursing the $200 cost to register for the exam. NCLEX-RN pass rates for FY 2023 were 83%. The preliminary pass rate for FY 2024 was 85%. Approximately 30 new nursing students have enrolled each fall, limiting the ability to meet the nursing degree target.

The university's core performance indicators for student success are improvements in retention and graduation rates (*State Plan* Priority 6). The second-year retention rate (**MFR Objective 2.1**) for the fall 2022 cohort was 71%, the same as pre-pandemic second-year retention rates. Due to the pandemic, achieving the six-year graduation rate MFR target of 50 percent will be challenging. The six-year graduation rate from BSU or another public university in Maryland (**MFR Objective 2.2**) was 42 percent for the 2017 MHEC cohort. The six-year graduation rate of Pell Grant recipients (**MFR Objective 2.4**) dropped to 33 percent. Student, faculty, and staff feedback collected during the listening sessions for Bowie's next strategic plan has resulted in a specific objective fully focused on new student retention, progression, and graduation in the FY 2026 - 2029 strategic plan.

Bowie State is committed to student-centered learning experiences, using innovative delivery methods from technology-enhanced traditional courses and fully online courses and programs aligning with *State Plan* Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning.

During FY 2024, Bowie State faculty offered nine fully online programs for the fall 2023 semester - three undergraduate programs (Computer Science, Computer Technology, and Criminal Justice); five master's programs (Computer Science, Culturally Responsive Teacher Leadership, Information Systems & Sciences, Internet of Things & Internet Technologies, and Reading Education); and the doctoral program in Educational Leadership (**MFR Objective 3.1**). In FY 2024, the number of online and hybrid courses reflects the return to traditional instruction while offering students the flexibility that online courses often bring (**MFR Objective 3.2**).

In addition to offering distance education, Bowie State has expanded its program offerings at the Eastern Shore Higher Education Center, Universities at Shady Grove, and the University System of Maryland at Southern Maryland. Beginning in fall 2024, courses will be offered at the University System of Maryland at Hagerstown. The undergraduate business administration program is offered in a 2+2 format at the Laurel College Center. Bowie State also offers a prison education program at Jessup Correctional Institution.

Promoting a Culture of "Bold" to Ensure the Long-Term Viability of Bowie State

The BSU BOLD: The Campaign for Excellence reflects the university's pledge to expand the breadth and depth of resource acquisition to generate supplementary revenue through grants, contracts, fundraising, and auxiliary enterprises for continuous infrastructure, academic programs, and resource improvement.

In FY 2023, 900 Bowie State alumni gave $410,836 - an increase over FY 2022 and well above the amount in 2020. Total gift dollars exceeded $12M in FY 2023 (**MFR Objective 4.1**). Bowie State received over $20M in FY 2023 external grant and contract revenue, reflecting increased faculty grant activity (**MFR Objective 4.2**).

Three MFR Objectives are indicators of facility usage and renewal, and allocation of funds. **MFR Objective 4.3** *classroom utilization* measures the percentage of general-use classrooms, meeting the standard of 45 scheduled weekly hours - between 8:00 a.m. and 5:00 p.m. The classroom utilization rate for fall 2022 was 66%, reflecting a balance of in-person and online instruction post-pandemic. The Board of Regents revised its calculation on facilities renewal funding in FY 2023 **(MFR Objective 4.4)**. The percentage of expenditures for instruction **(MFR Objective 4.5)** was impacted by federal HEERF funding. The result is a temporary drop in this indicator. HEERF funds are anticipated to be fully expended in FY 2023, and the levels will normalize beginning in FY 2024.

Bowie State University has demonstrated its commitment to its mission and strategic plan throughout the institutional assessment section. The theme of continuous improvement permeates the development of the university's next strategic plan. This plan is anticipated to include objectives focused on strengthening the institution's commitment to student success through data-informed strategies to address the long-term gender and other historically marginalized student population challenges. The new strategic plan will be aligned with Bowie State's mission and aspirations, the University System of Maryland's Vision 2030 Strategic Plan, and the Maryland Higher Education Commission's *2022 Maryland State Plan for Postsecondary Education.*

MHEC Additional Prompts

1. **In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates**

Since 2011, Bowie State University has awarded 11,024 degrees, 1,187 more than MHEC's projections. The growth in bachelor's degrees is directly linked to increasing the number and throughput of new freshmen and transfer students, thus solidifying the student pipeline. Selected initiatives are listed below:

- Deliberate use of online courses – Bowie's academic departments continue to review and refine core upper-division courses best suited for online delivery. Multiple course delivery formats provide greater flexibility for juniors and seniors, facilitating continuous enrollment.

- Strategic use of institutional financial aid – data prepared by USM each year demonstrates that Bowie State's institutional aid awarding strategy positively impacts retention and graduation rates. Recently, additional multi-year merit awards were made to students in selected disciplines. The impact of this new strategy will be monitored as well.

- College-based student success efforts - to encourage sustained student engagement in academic support activities, the university has shifted its student success efforts from a university-based model to the individual college and its academic departments. College-based retention coordinators, professional and faculty advisors, and graduate program coordinators support this effort as they often have a direct connection and relationship with the students.

2. **Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?**

Retention and graduation goals for transfer student cohorts are based on historical data. New transfer students are tracked in a manner similar to first-time freshmen. Retention, progression, and graduation are monitored each semester and tracked by the student level at first enrollment. Academic indicators at mid-term and end-of-term are monitored as well. These data are shared with academic departments to inform additional student success interventions. College-based retention coordinators, faculty advisors, and program coordinators also support this effort. The Assistant Vice President for Transfer and General Student Advocacy assists students in navigating academic and administrative processes. The Academic Advising Center and academic departments provide advising and onboarding sessions for transfer students.

3. **In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?**

Last year's Performance Accountability Report included Bowie State University's efforts to identify and track information to inform diversity, equity, and inclusion (DEI) initiatives. To summarize, student admission, enrollment, retention, and graduation data are disaggregated by several demographic characteristics, as are mid-term and end-of-term academic success

indicators. Campus climate surveys and student learning outcomes assessment activities are also reviewed with an equity lens. These analyses support the Middle States Commission on Higher Education Standard V criterion for disaggregating assessment results for various student populations to improve student learning outcomes, student achievement, and institutional and program-level educational effectiveness.

Bowie State University faces two significant challenges in eliminating equity gaps: the availability of actionable data and the sustained student engagement in support activities. The university is in the initial phase of its data warehouse project, which will go live this fall. The "Bulldog Datahouse" includes enrollment and student success data visualizations that can be filtered on specific student demographics and academic programs that will be readily available to various campus faculty and staff.

To encourage sustained student engagement in academic support activities, the university has shifted its student success efforts from an institutional model to a more directed college and academic department model. To this end, college-based retention coordinators, professional and faculty advisors, and graduate program coordinators directly support this effort. "Success Fest" events are held three times a semester to connect students with faculty, academic support services, administrative units, and advisors. The college-based student success effort has been in place for two years and aims to bring services to students instead of requiring students to seek out services.

4. **How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?**

USM requires that all academic programs be reviewed on a seven-year cycle. Bowie State's academic program review process serves as a comprehensive examination of administrative and curricular components of programs, including changes necessitated by internal review or external/industry/accreditation needs, the continued need for the program, enrollment, finances, quality, program outcomes assessment, and internal and external evaluation. This review helps to align industry needs with BSU's programs. The academic department and student learning outcome annual reports are submitted to monitor the effectiveness of the academic program.

Many of Bowie's academic programs have experiential learning opportunities built into the program of study through internships, clinical experiences, and practicums. Program and college advisory boards help programs to be proactive with changing workplace expectations. Faculty engage with industry partners and in professional development to remain current in the discipline.

The Office of Experiential and Integrative Learning (OEIL), the Career Development Center, and the Entrepreneurship Innovation Center support academic programs and co-curricular experiential learning activities. OEIL provides professional development and partnership opportunities and leads the experiential learning course designation project. The Career Development Center coordinates cooperative learning, internships, the job shadow program,

career fairs, on-campus recruiting, and online job posting. The Entrepreneurship Innovation Center develops student, faculty, and staff entrepreneurial skills that support career and business ventures.

5. **Please use the template attached and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success. For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.**

Bowie State University Federal Grants Focused on Student Success is on the next page.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
US Department of Education	Title III - HBGI	Graduate Resource Center	$465,000.00	10/1/2023	9/30/2024
US Department of Education	Title III - HBGI	Strengthening the Computer Science Doctoral Program	$ 550,000.00	10/1/2023	9/30/2024
US Department of Education	Title III Part B -HBCU	College of Business	$ 434,000.00	10/1/2023	9/30/2024
US Department of Education	Title III Part B -HBCU	CURE	$ 500,000.00	10/1/2023	9/30/2024
US Department of Education	Title III Part B -HBCU	Holistic Student Engagement	$ 838,000.00	10/1/2023	9/30/2024
US Department of Education	Title III Part B -HBCU	Advancing Library Resources	$ 890,000.00	10/1/2023	9/30/2024
US Department of Education	Title III Part B -HBCU	Student Success Center (Tutoring)	$ 700,000.00	10/1/2023	9/30/2024
US Department of Education	Title III Part B -HBCU	IT - Digital Transformation	$ 1,740,000.00	10/1/2023	9/30/2024
US Department of Education	Title III Part F -FUTURE	Academic Classroom Renovations	$ 209,849.00	10/1/2023	9/30/2024
US Department of Education	Title III Part F -FUTURE	Enhancing Undergraduate Nursing	$ 255,945.00	10/1/2023	9/30/2024
US Department of Education	Title III Part F -FUTURE	Undergraduate Research & Entrepreneurship	$ 267,126.00	10/1/2023	9/30/2024
US Department of Education	Title III Part F -FUTURE	Enhancing Teacher Education Preparation	$ 229,398.00	10/1/2023	9/30/2024
US Department of Education	Title III Part F -FUTURE	Strengthening Academic Advising & Disability Support Services	$ 266,287.00	10/1/2023	9/30/2024
National Institute of Standards and Technology (Dept of Commerce)	NIST-STEM Diversity in Research Opportunities Collaboration FY2024	NIST-STEM Diversity in Research Opportunities Collaboration FY2024	$ 1,500,000.00	9/1/2023	8/31/2026
US Department of Education	Project PULSE (Preparing Urban Leaders in Special Education)	Project PULSE (Preparing Urban Leaders in Special Education)	$ 248,323.00	10/1/2023	9/30/2028
US Deparatment of Education	Responsive Effective Special Education Teachers (RESET)	Responsive Effective Special Education Teachers (RESET)	$ 248,477.76	10/1/2023	9/30/2028
US Department of Education	Culturally Responsive Early Education Development (CREED)	Culturally Responsive Early Education Development (CREED)	$ 249,096.69	10/1/2023	9/30/2028
National Security Agency	University Partnerships with the Laboratory for Physical Sciences (alps) Advance Computing System (ACS), High Performance Computing (HPC) Certification at BSU	University Partnerships with the Laboratory for Physical Sciences (alps) Advance Computing System (ACS), High Performance Computing (HPC) Certification at BSU	$ 124,392.00	9/22/2023	9/21/2024
US Department of Education	Project SES (Special Education Support Services Administrative Support)	Project SES (Special Education Support Services Administrative Support)	$ 248,703.23	10/1/2021	9/30/2023
US Department of Education	Inclusive Culturally Effective Administrators of Special Education (INCREASE)	Inclusive Culturally Effective Administrators of Special Education (INCREASE)	$ 248,558.00	10/21/2021	9/30/2026
US Department of Education	Project CREDIBLE-Culturally Responsive and Effective Dynamic Instruction (Operating & Participant Support)	Project CREDIBLE-Culturally Responsive and Effective Dynamic Instruction (Operating & Participant Support)	$ 248,359.00	10/1/2022	9/30/2023
US Department of Education	Project SEIE-Special Education Institute for Educators (Operating and Participant Support)	Project SEIE-Special Education Institute for Educators (Operating and Participant Support)	$ 249,593.57	10/1/2022	9/30/2023
US Department of Education	STAR - Superb Teachers Achieve Results	STAR - Superb Teachers Achieve Results	$ 1,390,861.00	10/1/2022	10/1/2024
US Department of Education/Center for Strategic Leadership and Organizational Coherence	LIFT, Leaders Investing in Future Teachers	LIFT, Leaders Investing in Future Teachers	$ 750,000.00	7/1/2023	9/30/2025
US Department of Education/Vorhees University	Chicago SEED Project	Chicago SEED Project	$ 750,000.00	7/1/2023	9/30/2025
US Department of Energy	Mobilizing the Emerging Diverse AI Talent (MEDAL) through Design and Automated Control of Autonomous Scientific Laboratories	Mobilizing the Emerging Diverse AI Talent (MEDAL) through Design and Automated Control of Autonomous Scientific Laboratories	$ 599,990.02	7/1/2023	6/30/2026

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
US.Department of Education	Bowie State University Ujima School Counseling Program	Bowie State University Ujima School Counseling Program	$ 990,601.00	4/1/2023	12/31/2023
US.Department of Education	Child Care Access Means Parents in School (CCAMPIS)	Child Care Access Means Parents in School (CCAMPIS)	$ 348,687.00	10/1/2023	9/30/2026
US Department of Education	2777-EDUC -Fund for the Improvement of Postsecondary Education FY2024 540640 8	2777-EDUC -Fund for the Improvement of Postsecondary Education FY2024 540640 8	$ 638,000.00	7/1/2023	5/31/2026
National Science Foundation	2836-NSF-REU Training Operating 520990 47.074	2836-NSFResearch Experiences for Undergraduates(REU) Training Operating 520990 47.074	$ 23,187.00	4/1/2022	3/31/2025
National Science Foundation	2837-NSF-REU Training Participant 520990 47.074	2837-NSF-Research Experiences for Undergraduates (REU) Training Participant 520990 47.074	$ 124,200.00	4/1/2022	3/31/2025
Howard University/ National Science Foundation	LSAMP -Year 5 Operating & Participant	LSAMP -Year 5 Operating & Participant	$ 50,293.00	8/23/2023	12/31/2023
			$ 15,911,927.27		

USM - Bowie State University

MISSION

As Maryland's first historically black public university, Bowie State University (BSU) empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.

VISION

Bowie State University will be widely recognized as one of the nation's best public comprehensive universities that is a model for academic excellence, innovation, and student success.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Achieve academic excellence supported by curricular as well as co-curricular experiences.**

    Obj. 1.1 Maintain the percentage of new tenure-track faculty with terminal degrees.

    Obj. 1.2 Increase the number of professionally-accredited programs from six in 2019.

    Obj. 1.3 Maintain the satisfaction level of bachelor's degree graduates with academic preparation for employment and lifelong learning.

    Obj. 1.4 Maintain Bowie State University's institution goal of seven to eight course units taught by full-time equivalent (FTE) core faculty.

    Obj. 1.5 Increase the number of science, technology, engineering and math (STEM) program students from 894 in 2019 and graduates from 116 in 2019.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent of new core faculty with terminal degrees	100%	100%	100%	100%	100%	100%	100%
Number of professionally-accredited programs	6	6	6	6	6	6	7
Course units taught by FTE core faculty (per academic year)	7.7	7.7	7.6	7.8	7.8	7.8	7.5
Students satisfied with education received for employment (triennial measure)	N/A	88%	N/A	N/A	80%	N/A	N/A
Students satisfied with education for graduate/professional school (triennial measure)	N/A	85%	N/A	N/A	90%	N/A	N/A
Number of undergraduates in STEM programs	935	1,002	1,045	1,079	1,169	1,138	1,175
Number of degrees awarded in undergraduate STEM programs	114	144	177	160	157	170	185

USM - Bowie State University

Obj. 1.6 Increase the number of teacher education students and graduates from 25 in 2019.

Obj. 1.7 Increase the number of Bachelor of Science in Nursing (BSN) students and graduates from 40 in 2019 and increase licensure pass rates to at least the statewide BSN average.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of undergraduates and Masters of Arts in Teaching (MAT) post-baccalaureate in teacher education	248	339	369	357	368	334	370
Number of undergraduates and MAT post-baccalaureate completing teacher training	36	43	32	39	58	65	70
Number of undergraduates enrolled in nursing	488	536	543	514	479	481	500
Number of qualified applicants admitted into nursing program	24	28	19	30	27	30	33
Number of qualified applicants not admitted into nursing program	6	0	0	0	0	0	0
Number of BSN graduates	47	35	25	30	23	25	28
Percent of nursing graduates passing the licensure exam	75%	57%	39%	82%	83%	85%	86%

Goal 2. Promote a holistic and coordinated approach to student success.

Obj. 2.1 Maintain or exceed the undergraduate second-year retention rate of 72 percent.

Obj. 2.2 Increase the undergraduate six-year graduation rate to over 50 percent.

Obj. 2.3 Maintain the proportion of in-state undergraduate tuition and mandatory fees as a percent of Prince George's County median income to less than 12 percent.

Obj. 2.4 Increase the six-year graduation rate of Pell Grant recipients from BSU to over 50 percent.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Second-year undergraduate retention rate at BSU or another public university in Maryland	71%	76%	72%	73%	71%	72%	73%
Six-year undergraduate graduation rate from BSU or another public university in Maryland	47%	46%	48%	44%	42%	42%	44%
BSU tuition and fees as a percentage of Prince George's County median income	10%	10%	10%	10%	10%	10%	10%
Six-year graduation rate of Pell Grant recipients	44%	38%	43%	40%	33%	40%	42%

USM - Bowie State University

Goal 3. Encourage academic and administrative innovation to meet student needs.

    Obj. 3.1 Increase the number of on-line and hybrid courses annually and offer at least 2 predominantly or fully online program(s).

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of online programs	0	0	0	9	9	10	11
Number of online and hybrid courses running in academic year	397	1029	475	596	595	600	605

Goal 4. Advance the overall effective and efficient use of resources and identify new revenue sources.

    Obj. 4.1 Increase alumni giving from $251,000 in 2019 and increase the gift dollars received from $1.2 million in 2019.

    Obj. 4.2 Increase the amount of grant funding from $8.8 million in 2019.

    Obj. 4.3 Increase classroom utilization rate from 65 percent in 2019.

    Obj. 4.4 Maintain or exceed the funds allocated to facilities renewal as a percent of replacement value of 2.0 percent.

    Obj. 4.5 Sustain or increase the percentage of expenditures for instruction from 40 percent.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Dollars of alumni giving	$234,377	$275,988	$387,870	$366,255	$410,836	$643,146	$600,000
Number of alumni donors	1,098	1,516	1,250	825	900	1,160	1,200
Total gift dollars received ($ millions)	$1.21	$1.63	$27.75	$5.64	$12.23	$6.92	$7.50
Total external grant and contract revenue ($ millions)	$8.90	$12.20	$16.60	$16.20	$20.16	$16.00	$17.50
Classroom utilization rate	65%	N/A	59%	58%	66%	67%	68%
Facilities renewal funding as a percentage of replacement value	1.3%	1.3%	1.1%	1.0%	12.5%	18.0%	18.0%
Percentage of education and general (E&G) funds spent on instruction	51%	42%	36%	30%	31%	34%	35%

Coppin State University
2023-2024 Institutional Performance Accountability Report

MISSION

Founded in 1900, Coppin State University (CSU) is a comprehensive Historically Black Institution (HBI) originally founded for teacher education. Named in honor of Fanny Jackson Coppin, an outstanding African American educator, Coppin has reaffirmed its dedication to excellence in teaching and student success. The institution offers 64 academic programs: 34 baccalaureate, 14 masters, and 15 certificates programs, and one (1) doctorate degree. Approval of new academic programs as well as innovative instructional modalities are in progress.

Summary Mission Statement
Coppin State University, a Historically Black Institution located in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

INSTITUTIONAL ASSESSMENT

Selected Progress Related to Institutional and State Goals

Goal 1: Provide access to higher education for diverse citizens of Maryland

Central to the University's goals is maintaining affordable tuition for the Maryland citizenry, especially, minorities and African Americans.
- Undergraduate, in-state tuition for Coppin State University (CSU) is approximately $9,000 annually, which includes the optional cost of student health insurance.
- Increased diversity also remains a goal of the University. The University currently has a population of 80 percent African American and 20 percent non-African American, which comprises Caucasian, Hispanic, and international students.
- In FY 2024, 339 degrees were conferred, which is a slight decrease over last year's total of 375. On average, 350 degrees are awarded annually to a large of number of minorities within the State from Coppin. This is a significant accomplishment and remains central to the university's mission as highly qualified graduates meet the critical needs of the global workforce.

Goal 2: Promote economic development in Maryland's areas of critical need in particular and in the inner city in general.

STEM and Related Programs
The number of undergraduates enrolled in STEM programs increased from 215 in FY 2023 to 228 in FY 2024. The actual number of STEM baccalaureate degrees increased from 28 to 38

awarded. The university anticipates that this trend will continue in a positive direction as market-driven content is provided within the STEM programs.

- STEM efforts at the university are the institution's priority and activities and initiatives toward programming efforts have been increasing. Four years ago, CSU implemented two new master's degree programs in Microbiology and Biochemistry, and Polymer and Material Sciences. Certificate programs within these program areas were also introduced. Since their approval in fall 2021, the university has experienced enrollment growth within the STEM disciplines. The STEM area continues to obtain a larger share of research grants for the institution and provide early research experiences for its students.
- The College of Arts & Sciences and Education (CASE), which houses the Department of Natural Sciences, has three STEM centers, which provide research opportunities and development for students and faculty in the areas of bioscience and nanotechnology. The centers are located within the state-of-the art Science and Technology Building on campus. The Center for Nanotechnology and the Center for Organic Synthesis provide cutting edge research experiences to students and lead to the creation of intellectual property. This year, the Center for Nanotechnology was awarded a $2.175 million grant to enhance research activities within the Center. The grant will support the acquisition of new equipment and the provision of graduate assistantships.
- Academic programs within the Department of Natural Sciences are exploring affirmation from specialized accrediting agencies to improve marketability of program offerings.
- The College of Health Professions' Nursing program had an NCLEX pass rate of 44%, a decrease over the previous year of 65 percent. The Nursing program is reviewing test-taking strategies for its students and intermittent assessment of learning outcomes during a student's academic career. Last year, a 3rd generation NCLEX exam was introduced and students and professors utilized different preparatory methods, which attributed to the challenge with the scores.
- The total number of bachelor's degrees awarded in Nursing decreased from 66 in FY 2023 to 56 in FY 2024. The School of Nursing has been reorganized into a graduate and undergraduate the College of Health Professions (CHP). Each of the programs such as the master's in nursing is no longer a department on its own. The College now comprises undergraduate and graduate-level programs. CHP programs recently underwent and achieved reaffirmation by CCNE.
- The College of Health Professions offers the Doctor of Nursing Practice (DNP) program, which is also adding to the State's total workforce of health sciences and healthcare industry professionals. Existing programs within the health professions are planned for online delivery. The program is currently developing another certification and alternative pathways into the DNP program.

Goal 3: Improve retention and graduation rates of undergraduate students.

The University maintains its level of commitment to its mission and the State's goal by continuously improving retention and graduation rates. Efforts have been aggressive since the university opened its doors to the new Eagle Achievement Center (EAC), which does intrusive advisement and routinely monitors student progression. The challenge has been to balance the appropriate number of best practice intervention programs and funding them at levels that sustain certain programs consistently over the years. In spite of those challenges, the commitment of the

University's faculty, staff, and administrators has led to an increase in the six-year graduation rate from 24 percent for all students to 26% in FY 2024 (Objective 3.1). The six-year graduation rate for all minority students increased from 24% percent to 25% as well during the same fiscal year. Due to structural changes and enhancements such as the availability of advisement, retention, and other strategies projected data show a continued increase in overall retention and graduation rates. The next fiscal year six-year graduation rate is projected to be 26 percent or higher based on current enrollments and projected degrees awarded. It is apparent that the effects of COVID-19 impacted the retention and graduation programs and services, which in turn, impacted the personal lives of our students and faculty. However, enrollment growth is starting to occur. The most recent unofficial enrollment is 2,112. The institution continues to monitor the impacts of the recent pandemic by conducting regular surveys and by monitoring other vital data.

- The institution's graduation rate for African Americans is 26 percent for FY 2024.
- The 2nd year retention rate increased from 62 percent in FY 2023 to 73 percent in FY 2024. The retention rate is expected to increase next year as the strategies are enhanced and data monitoring remains continuous.

Partnering with Community Colleges to Increase Graduation Rates
Annually, CSU welcomes approximately 200 new transfer students from Maryland's Community Colleges annually, as well as other colleges and universities. This year, transfer numbers are up. Historically, students who transfer to CSU perform significantly better than new freshman. The data suggests that students who transfer to CSU with 60 credits or more are more likely to graduate in four years than those who transfer to CSU with less than 60 credits or who began their career at CSU.

- CSU will continue to finalize agreements such as those with Anne Arundel Community College and Montgomery College. Dual enrollment partnerships are also being enhanced with area high schools and community colleges in the region.
- CSU will continue to capitalize on its relationship with the Coppin Academy by recruiting and fully funding students with scholarship opportunities. Students who attend the academy are automatically admitted to Coppin by default as a means of recruitment.

INSTITUTIONAL ASSESSMENT:

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

The University continues to implement strategies to improve retention and graduation rates. Collectively, the following list below has been instrumental in facilitating student success.

Initiatives to Support Mental Health: Coppin State University's Center for Counseling and Accessibility provides support for students through individual and group counseling, residential and campus life wellness programs, Mental Health and First Aid training for faculty and staff, and a variety of personal and emotional support related events and activities. Coppin State University has increased its capacity to help students navigate challenges that may lead to

attrition through hiring three additional staff members, two of whom are mental health counselors, and one is an accessibility counselor.

<u>Initiatives Regarding Student's Access to Financial Aid</u>: Over 75% of Coppin State University students are Pell Eligible, a common marker for coming from a lower income background. Due to this demographic of students, access to aid is vital to empowering students' persistence and competition at Coppin. The university engages in several efforts to promote the timely competition of the FASFA for incoming, prospective students and for continuing students. This includes email and social media campaigns as well as events on campus and at area High Schools with a relationship to Coppin.

Coppin is strategic in its allocation of institutional aid to support student success. Coppin utilizes institutional funds and state allocations to support merit scholarships, need-based grants, and scholarships to incoming students based on need and merit. In addition, Coppin has utilized funding from private donations, HBCU Lawsuit Settlements, and institutional funds to address gap or hardship funding or last-dollar money to empower student persistence. The use of gap funding to address gaps in student financing is a best practice in the strategic use of financial aid to support student persistence toward completion. An analysis by Nguyen, Kramer, and Evans (2019) found the gains to be between two and three percentage points and that even a $1,000 grant can increase attainment by 1.5 to 2 percent[1].

<u>Other Initiatives Underway</u>
Coppin State University has launched the Eagle Achievement Center as a one-stop shop for wrap-around support. The EAC houses New Student Orientation, advising, academic outreach, mentoring, tutoring, First-Year Experience, Second-Year Experience, and Career and Professional Services. The EAC works to holistically develop students and be proactive using predictive analytics to intervene and assist students needing additional support to succeed. The EAC is grounded in researched best practices, such as the benefits of holistic support (Robinson, 2015), peer academic coaching (Bettinger & Baker, 2014), and addressing basic needs, such as food insecurity (Weaver, Vaughn, et al., 2020). [2]

Coppin State University was the beneficiary of a private donation to expand peer mentoring to all first-year incoming students. In addition, a grant through the USM system has enabled the addition of transfer mentors to improve student success. Mentors allow the addition of a resource for advice, counsel, and referral to resources on campus.

<u>Progression Monitoring and Reporting</u>: Coppin State University is able to track students who take advantage of some of the mentioned initiatives and compare outcomes related to persistence, GPA, and, ultimately, graduation. This will occur with those given hardship funding, participation in the EAC's programs, and mentorship participation.   As these initiatives are new, they are not yet provided in this report, but they will be reported in subsequent years.

While Coppin still has the opportunity and need to improve completion rates, progress in recent years in retention for the newest cohorts can be built upon to continue increases in the graduation rates.

Reenergizing Individual Student Excellence (RISE) - This newly established program supports academic coaching and advising that will enable students to develop the academic skills and study habits necessary to graduate from Coppin. The three targeted subpopulations of students include those who a) have been either on academic alert and/or probation, b) first full-time freshmen whose Cum GPA falls below 2.0, and c) those students who are suspended and dismissed but eligible to return.

Project Hope – The program provides proactive, targeted, and collaborative efforts to improve graduation rates among the near completers enrolled at Coppin State University. The three selected objectives are to 1) enhance and improve existing outreach strategies to encourage near completers to re-enroll in college; 2) increase re-enrollment rates of near completers by offering an individualized plan of study to facilitate completion; and 3) increase re-enrollment rates of near completers by offering financial aid resources. This project is funded through MHEC's *One Step Away* grant awarded to Coppin for Fall 2023/24 implementation.

External Leasing Agreements for Housing: For the third year in a row, Coppin has grown its incoming freshman class and transfer students. Currently, residence hall capacity for the entire campus is approximately 600 students. The institution had to initiate leasing agreements with area agencies to accommodate the growing number of students. As students are retained and are expected to complete over the next three-to-four cohorts, the institution expects that the completion rates will increase and more closely align with projections established by the State.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

The institution has annual enrollment goals for transfer students established at 3 percent growth each year. While transfer student enrollment has been stable over the years, an increase has been recognized and the need to provide additional support services. As a result, the university is in the planning stages to offer transfer students specialized advisement similar to the first- and second-year experience programs. Transfer students through early phases of this initiative receive tutoring and exposure to student activities to help acclimate them to the campus, especially since many of them are commuter students. Through the Office of Records and Registration, a Transfer Coordinator tracks students' progress, ensures adherence to departmental program requirements and requirements through articulation agreements. The informal advisement is being formalized into an experience and is likely to be housed within the EAC.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

As part of CSU's mission, the university serves students who are predominantly and differently prepared, and who are multigenerational students deriving from a variety of cultural and racial backgrounds. The students have a large financial need throughout their stay for a college education making it challenging to provide aid and scholarship support when nearly all incoming students require some type of assistance. The financial need is an equity gap among citizens and

continues to impact retention, persistence, and graduation rates at the university.

The average age of the Coppin student is 26. Approximately 34 percent of the student population are between the ages of 30 and 59 and 75 percent are female. Sixty-six percent of the total student population are Pell grant recipients. On the other end of the spectrum, 66 percent of Coppin's students are working adults with young children, while 60 percent are first-generation college students receiving a combination of Pell and need-based aid. Moreover, 67 percent are from Baltimore City where median income is $54,000 annually.

The data provided to the administration at Coppin informs the need to continue support for such initiatives as the Eagle Achievement Center and other critical student support services. As indicated in this report, the impact of the center has been successful, leading to an increase in retention and graduation, and furthermore, enrollment, which increase by approximately 100 students from 2,112 students in fall 2024. The disaggregated data has facilitated a more equitable allocation of resources to positively impact enrollment, retention, persistence, and graduation. Resources include scholarships, financial aid, but also human capital. Student support services has received additional positions to support student success.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

The institution provides a variety of intern/externship opportunities for its students through a collection of classroom experiences and internship employment with external agencies, including, practicums and clinical experiences. Each student upon entering Coppin is introduced to the Office of Career Services, which tracks the student's academic journey and notifies them of possible opportunities during their academic stay. The office also notifies the campus community and faculty and professional advisors of job and career fairs and opportunities provided by agencies such as the Department of Defense, NASA, Under Armor, and Baltimore City Government to name a few. Students have access to a jobs database on campus and are able to receive job preparation that includes how to dress professionally, interview, and construct attractive resumes. The service is free and is offered as part of the Eagle Achievement Center, which conducts the bulk of academic advisement to ensure job alignment with academic and career goals.

5. Please use the template attached and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success. For example, grants that allow for specialized scholarships (e.g., SSTEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

See the attached template, as instructed.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of	Grant Name	Funded Project Name	Award Amount	Start Date/End Date
Maryland Dept. of Health and Mental Hygeine		Maxie Collier - Behavioral Health Systems Baltimore, Inc (BHSB)	$89,735.00	7/1/23 - 6/30/24
Johns Hopkins University		Exploring Reslillency Among Employed Black Caregivers of Persons Living with Alzheimer's	$30,000.00	8/2024 - 5/2025
US Dept. of Education		Project Special Educators Qualified to Uplift Exceptional Learners (SEQUEL)	$1,240,868.00	9/1/24 - 8/31/29
NASA		NASA MUREP Summer Program	$8,000.00	7/1/24 - 9/1/24
US Dept. of Education		Project POSE	$1,200,000.00	8/1/24 - 8/1/29
US Dept. of Education		Diversifying Education Abroad	$34,992.00	7/1/24 - 6/830/25
US Dept. of Education		Childcare Professional Development	$128,900.00	7/1/23 - 6/30/25
National Science Foundation		North Carolina Agricultural and Technical State University (NCAT) - Semiconductors at HBCU's	$215,283.00	7/1/24 - 6/30/25
US Dept. of Energy		Center for Nanotechnology Congressional Earmark	$2,900,000.00	7/1/23 - 6/30/24
National Science Foundation		CSU-STEMcx Summer Internship - Transforming Loves Community Development Corporation	$13,100.00	7/1/21-6/30/25
US Dept. of Education		MD Interprofessional Education Digital Badging Project	$8,000.00	9/1/23-8/30/24
US Dept. of Education		MDH: FY24 SBHC (School Based Health Care) Program-Coppin State University	$107,000.00	9/1/23-8/30/25
US Dept. of Education		MSDE FY24 - Child Care Career and Professional Development Fund [CCCPDF]	$128,900.00	9/1/23-8/30/25
US Dept. of Education		Project POSE	$98,971.00	9/1/23-8/30/28
US Dept. of Energy		BGE-Undergraduate Research	$25,000.00	7/1/24 - 8/31/25
National Science Foundation		Exelon Foundation Green Lab Grant	$39,755.00	7/1/23 - 6/30/24
US Dept. of Education		Baltimore City University Partner Supported Health Suites	$685,000.00	7/1/24 - 6/30/24
US Dept. of Education		NFAR (Nursing Faculty Annual Recognition)-Faculty 1	$10,000.00	7/1/23 - 6/30/24
US Dept. of Education		NFAR (Nursing Faculty Annual Recognition)-Faculty 2	$10,000.00	7/1/24 - 6/30/24
US Dept. of Education		NFAR (Nursing Faculty Annual Recognition)-Faculty 3	$10,000.00	7/1/24 - 6/30/24
US Dept. of Education		NFAR (Nursing Faculty Annual Recognition)-Faculty 4	$10,000.00	7/1/24 - 6/30/24
National Science Foundation		NSF-RIA-Zebrafish	$291,511.75	7/1/23 - 6/30/25
National Science Foundation		NNFF Award - Kimberly Smith	$10,000.00	8/1/23 - 7/31/25
Maryland Dept. of Health and Mental Hygeine		CARESS Project (FY24)	$50,000.00	5/1/22-4/31/24
Maryland Dept. of Health and Mental Hygeine		Comprehensive Transition Project (CTP2024)	$51,500.00	9/1/24-8/30/25
National Science Foundation		Racial & Ethnic Minority Acceleration for Health Equity (REACH) Food Allergy Supplement (FA)	$31,000.00	8/1/24-7/31/25

USM - Coppin State University

MISSION

Coppin State University (CSU) is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM (science, technology, engineering and mathematics) disciplines. Coppin, as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

VISION

Coppin State University's goal, over the next decade, is to apply the highest levels of academic excellence and creativity for its students. While serving all students in the state of Maryland, Coppin State University will continue to enhance its special connections to first generation college students and to the City of Baltimore. Coppin State University will embody excellence in urban education, in the use of technology to make learning more effective and its administration more productive, and in liberal arts teaching that contributes models for inner city academic achievement to the city, the State and the nation.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Provide access to higher education for diverse citizens of Maryland.

> **Obj. 1.1** Increase the percentage of non-African-American students to 24 percent.

> **Obj. 1.2** Increase the number of students enrolled in programs delivered off-campus or through distance education to 1,219.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percentage of non-African-American students enrolled	17%	19%	18%	20%	20%	22%	22%
Number of students enrolled in off-campus or distance education courses	1,230	1,253	1,201	1,140	1,276	1,294	1,299

Goal 2. Promote economic development in Maryland's areas of critical need in particular, and the inner city in general.

> **Obj. 2.1** Increase the number of students completing CSU's teacher training program and eligible for state licenses by 5 percent, from a baseline of 42.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Undergraduates who intend to get a teacher education degree	148	136	134	135	141	148	157
Number of undergraduate students completing teacher training program and eligible for state licenses	22	28	13	9	25	29	32
Percent of undergraduate students who completed teacher training program and passed Praxis II exam	100%	100%	100%	100%	100%	100%	100%

USM - Coppin State University

Obj. 2.2 Increase the number of baccalaureate degrees awarded in STEM programs to 275.

Obj. 2.3 Maintain the NCLEX (nursing licensure) examination pass rate at 80 percent or above.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of undergraduates enrolled in STEM programs	248	248	198	215	228	241	253
Number of baccalaureate degrees awarded in STEM programs	40	22	35	28	38	45	51
Number of baccalaureate degrees awarded in nursing	70	66	62	66	56	63	67
NCLEX (Nursing licensure) exam passing rate	86%	N/A	85%	65%	44%	80%	80%

Goal 3. Improve the retention and graduation rates of undergraduate students.

Obj. 3.1 Increase the six-year graduation rate for all students by 2 percent annually.

Obj. 3.2 Increase the six-year graduation rate for all African-American students by 2 percent annually.

Obj. 3.3 Maintain a second-year retention rate of 63 percent or greater for all undergraduate students.

Obj. 3.4 Maintain a second-year retention rate of 62 percent or greater for African-American students.

Obj. 3.5 Increase the six-year graduation rate for all Non-African-American students to 23 percent.

Obj. 3.6 Increase the six-year graduation rate for all transfer students by 2 percent annually.

Obj. 3.7 Maintain a second-year retention rate of 69 percent or greater for non-African American undergraduate students.

Obj. 3.8 Maintain a second-year retention rate of 59 percent or greater for transfer students.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Six-year graduation rate of all students from CSU	25.5%	29.6%	26.4%	23.8%	25.8%	26.0%	26.8%
Six-year graduation rate of all minority students from CSU	25.9%	30.0%	26.6%	23.8%	25.4%	26.3%	26.9%
Six-year graduation rate of African-American students from CSU	25.0%	29.7%	25.1%	22.9%	25.5%	25.8%	26.2%
Second-year retention rate at CSU of all students	70%	65%	57%	62%	74%	75%	76%
Second-year retention rate at CSU of all minority students	70%	65%	57%	62%	73%	74%	75%
Second-year retention rate at CSU of African-American students	69%	65%	56%	65%	73%	73%	74%
Six-year graduation rate for all non-African-American students	N/A	29%	30%	26%	27%	33%	33%
Six-year graduation rate for all transfer students	N/A	57%	50%	57%	58%	59%	59%

Second-year retention rate for non-African American undergraduate students	N/A	61%	63%	47%	76%	56%	63%
Second-year retention rate for transfer students	N/A	76%	78%	75%	76%	60%	63%

Goal 4. Achieve and sustain national eminence in providing quality liberal arts and sciences education.

Obj. 4.1 Maintain the percentage of graduates satisfied with education received in preparation for graduate and professional study at 90 percent or greater.

Obj. 4.2 Increase percent of CSU graduates employed in Maryland to 85 percent.

Obj. 4.3 Increase the percentage of students enrolled in urban teacher education, natural sciences, nursing and health sciences, behavioral and social sciences, management science, and information technology programs by 2 percent annually.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Total number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, and Information Technology academic programs	1,553	1,381	1,181	1,082	1,042	1,065	1,086

Goal 5. Increase revenue from alternative sources to State appropriations.

Obj. 5.1 Increase the percent of alumni giving by 3 percent or greater annually.

Obj. 5.2 Identify and reallocate at least 1 percent of budgeted controllable operating expenditures to support strategic goals and initiatives.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent of alumni giving	9%	9%	9%	9%	0%	0%	0%
Percentage of operational budget savings achieved	3%	3%	3%	3%	0%	0%	0%

Goal 6. Maximize the efficient and effective use of State resources.

Obj. 6.1 Increase annual facilities renewal expenditures by 0.1 percent to 0.4 percent.

Obj. 6.2 Increase total philanthropic funding on the basis of a moving three-year average to $2.2 million.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percentage of replacement cost expended on facility renewal and renovation	0.3%	0.3%	0.3%	0.3%	0.0%	0.0%	0.0%
Total philanthropic funding (millions)	$1.7	$1.7	$1.7	$1.7	$0.0	$0.0	$0.0

FROSTBURG STATE UNIVERSITY
2024 Institutional Performance Accountability Report
September 2024

MISSION

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

INSTITUTIONAL ASSESSMENT

Goal 1: Address State-wide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.

In line with the *2022 Maryland State Plan for Higher Education* (**MSP**), Frostburg State University provides engaging student opportunities that help to meet regional and local workforce needs as well as promote institutional successes and contributions at the state and national levels (**MSP Priority 4**). The university's initiatives and programs in the STEM disciplines and teacher education continue to reinforce statewide strategies.

STEM Initiatives and Programs

The number of undergraduates enrolled in STEM programs decreased slightly over the reporting period (from 472 in 2023 to 466 in 2024), as did the number of STEM-program graduates (111 in 2023 to 106 in 2024). However, these slight declines suggest FSU's STEM programs have begun to reverse post-pandemic trends. Frostburg expects these performance measures to increase significantly in the future as new and continuing STEM programs attract an increasing number of students.

Enrollment in the RN to BSN program remained stable over the reporting period (325 students in 2023 and 326 in 2024), as did the number of nursing program graduates (107 for both 2023 and 2024 - **MFR Objective 1.3**). Student enrollment in Frostburg's Master of Science in Nursing program grew slightly over the reporting period (from 96 in 2023 to 99 in 2024, **MSP Strategies 4 and 6**).

In June 2024, Frostburg's Department of Nursing was awarded a Maryland Higher Education Commission Nurse Support Program II grant in the amount of $2,150,127 over four years to expand the LPN to BSN program through additional nursing faculty and support staff. Implemented in 2023, FSU's online LPN to BSN program is designed specifically for working adult learners interested in advancing their healthcare knowledge. The program exposes students to expanded job opportunities in leadership roles or careers in specialized care areas. The LPN to BSN initiative not only highlights Frostburg's commitment to developing a skilled and dynamic

workforce, but also exemplifies the university's continuing commitment to innovation, growth, and opportunity within the community.

Frostburg's multi-year implementation grant was one of nine nursing programs to receive funding as part of Governor Moore's $5.8 million awards package to address the nursing shortage in Maryland. The grants allow for new and innovative ideas that will continue to develop and expand health care opportunities in Maryland, which will positively impact the workforce and the state's economy.

Frostburg State University and the West Virginia School of Pharmacy entered into a partnership in April 2024 to allow students to earn their Bachelor of Science degree in chemistry from FSU and their Doctor of Pharmacy degree from WVU in just seven years. This dual-degree program is a cooperative undergraduate/graduate opportunity to attract qualified students to both institutions. This new agreement greatly benefits students by saving them time and resources to earn their B.S. degree from FSU and their advanced pharmacy degree from WVU.

Additionally, Frostburg and the West Virginia School of Osteopathic Medicine (WVSOM) established a partnership in the fall of 2023 to provide skills and credentials necessary for admission to and success in osteopathic medical school through the WVSOM Pre-Osteopathic Medicine Program (POMP). In September 2024, four FSU undergraduate students received notification that they were accepted into this program.

The goal of POMP at WVSOM is to promote osteopathic medicine, increase the number of applicants, and support aspiring osteopathic physicians at all levels of education. Students who successfully complete all program requirements receive guaranteed acceptance to WVSOM. This partnership illustrates the continuing evolution of FSU and WVSOM responding to regional workforce needs and encouraging talented students to stay in their communities.

Education

In response to evolving workforce demands, Frostburg embraces its responsibility to strengthen public schools through the preparation of certified teacher education graduates and pre-K to 20 partnerships (**MSP Strategy 1**). Over the reporting period, 347 students were enrolled in undergraduate teacher education and Master of Arts in Teaching (MAT) post-baccalaureate programs. Enrollment in this area has declined since 2018, as have the number of candidates who successfully complete teacher training (from 110 in 2023 to 105 in 2024, **MFR Objective 1.2**); however, declines in these performance measures were significantly less over the reporting period. Another important performance measure - the pass rates for undergraduate and MAT post-baccalaureate students on the PRAXIS II exam - increased over the reporting period, from 66% in 2023 to 79% in 2024.

Goal 2: Promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation.

Frostburg State University critically reviews and strengthens its efforts to attract quality students and increase student retention and graduation rates. Over the reporting period, the university experienced declines in the percentage of African American and minority undergraduates enrolled: 20.7% of the total undergraduate population for African Americans (**MFR Objective 2.2**) and 32.2% for all minorities (**MFR Objective 2.3**).

Frostburg's second-year retention rate for all undergraduates increased slightly over the reporting period (from 77.5% for 2023 to 78.1% for 2024, **MFR Objective 2.1**). Over the same time period, the second-year retention rates decreased for African American students (from 75.0% in 2023 to 71.5% in 2024, **MFR Objective 2.4**), as did retention of all minorities (from 75.2% to 73.8%, **MFR Objective 2.6**).

While the six-year graduation rate of all undergraduates remained stable over the reporting period (from 59.9% for 2023 to 59.8% for 2024, **MFR Objective 2.1**), this performance measure increased for both African Americans (from 55.1% to 57.8%, **MFR Objective 2.5**) and for all minorities (from 53.6% to 54.3%, **MFR Objective 2.7**).

Online Program Management

A partnership between the Educational Advisory Board (EAB), a national organization designed to support higher education, and Frostburg was formed in November 2023 to increase enrollment and revenue in FSU's online programs to support the mission and strategic vision for the future of the university. As part of this partnership, Frostburg has chosen to target the market segment of working adults that may have earned some college credit hours but did not earn a degree. The university would also like to expand its reach within the market segment of working adults/professionals who seek advanced degrees at the graduate level. To this end, EAB and FSU are working collaboratively to develop and implement an innovative blueprint for adult enrollment growth through best practice research to include the following:

- Building a prospect pool with advantaged audience generation; direct access to a proprietary consumer database; and channels that deliver high-intent, best fit students.

- Driving enrollment results with choreographed, responsive marketing to keep pace with shifting student behavior and trends in the graduate and adult learner market.

- Developing a nimble, forward-thinking growth strategy based on best practice research, guided by a team of EAB experts.

- Illuminating the student journey and fueling each decision with micro and macro insights derived from digital body language, proprietary data sets, and predictive analytics.

Over the reporting period, the EAB met regularly with FSU deans, program coordinators and directors, key leadership positions in the Office of the Provost, IT, Admissions, and the Office of Marketing and Communications to develop the necessary marketing and recruiting materials to launch this effort in April 2024. It has indicated that the estimated new enrollment impact of the partnership to be 300 students beginning in the fall of 2026.

In conjunction with USM sister institutions, Frostburg was awarded Department of Education (DOE) FIPSE (Fund for the Improvement in Post-Secondary Education) Student Success grant monies in February 2024 to provide increased peer mentoring support for its students. The university is proud to be a member of the recently awarded grant, entitled *Advising, Belonging, and Coaching* (ABCs), and has used monies to strengthening advising efforts, providing additional support for struggling students. An additional retention strategy is FSU's Financial Aid Office hosting FAFSA student finance workshops to answer questions regarding recent changes to the financial aid and scholarship process.

Goal 3: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

Cultural Diversity of Faculty and Staff

One of FSU's fundamental goals is increasing the diversity of its faculty and staff through the initiatives and strategies contained in its Cultural Diversity Program (**MSP Strategies 9 and 11**). Over the reporting period, Frostburg experienced decreases in the percentage of African American faculty (from 4.0% in 2023 to 3.8% in 2024) and the percentage of female faculty (from 48.0% for 2023 to 46.2% in 2024, **MFR Objective 3.1**).

Frostburg's Human Resources provides guidance regarding conducting ethical searches, which includes avoiding prior internet searches of each candidate to prevent unintended biases when reviewing applicant qualifications. As such, the university strives to promote equal opportunity for candidates to apply in the manner, scope, and reach for which the university advertises positions. Standard language is included in all searches that is stipulated by federal and state guidelines related to equal employment opportunity.

Goal 4: Enhance facilities and the campus environment in order to support and reinforce student learning.

Frostburg recognizes its responsibility to provide the infrastructure necessary for modern modalities of instruction and applied learning experiences (**MSP Strategy 6**) in order to promote an appropriate environment for high quality teaching, learning, scholarship, and co-curricular programming. The university's progress toward reaching its goal of maintaining a 2% rate of operating budget reallocation (**MFR Objective 4.1**) cannot be confirmed until USM Effectiveness and Efficiency reporting is completed in late October 2024 (**MSP Strategy 6**).

In April 2024, Maryland's Governor visited Frostburg State University for the dedication and ribbon cutting for the new Education and Health Sciences Center (EHSC). The EHSC houses the FSU College of Education and Health & Natural Sciences, along with the disciplines of

Kinesiology, Education, Nursing, and the Health Sciences. Teaching laboratories for science, mathematics, technology, health sciences, and nursing are located within the new building, including nursing simulation laboratories. The building is also home to the Student Health Center and Student Counseling Center, which provide FSU students with modern healthcare services in a first-class wellness center, and the Children's Literature Centre.

Goal 5: Promote economic development in Western Maryland and the region.

Expanding outreach and engagement into the surrounding region has historically been a key goal for Frostburg. The number of economic development initiatives at FSU (**MFR Objective 5.3**) remained the same over the reporting period (24 in both 2023 and 2024). The Division of Regional Economic Development (RDE) continues to work toward integrating university resources with regional partners to help communities and companies remain competitive and meet the challenges of economic and community development (**MSP Strategies 8, 10, and 11**).

Established in September of 2024, the Outdoor Recreation Economy Institute (FOREI) is collaboratively led by FSU to empower communities and foster economic growth by leveraging the region's natural beauty. In collaboration with the Greater Cumberland Committee (TGCC), Frostburg's RDE raised $1.4 million to support FOREI's creation from the Appalachian Regional Commission and the Rural Maryland Council. The FOREI's mission is to leverage Mountain Maryland's world class outdoor recreation assets with the academic and entrepreneurial strength of FSU and its academic partners to provide research, education, and training to unlock the potential of the outdoor recreation industry. It also serves as a regional hub to coordinate and lead economic and community development; support outdoor economy focused education; train the regional workforce to fill the needs of the outdoor recreation economy; foster academic research; and catalyze entrepreneurialism and business development in the outdoor recreation sector.

In early 2024, the FSU and TGCC Partnership Advisory Committee was created to guide the further development and measurement of this public-private partnership. The TGCC is a 501(c)3 non-profit focused on convening, educating, and catalyzing meaningful and sustainable economic development projects of regional relevance within the tri-state, five-county footprint of Allegany and Garrett Counties in Maryland, Somerset and Bedford Counties in Pennsylvania, and Mineral County in West Virginia. The TGCC's mission, aligned with that of RDE's, is to become a cohesive, thriving, growing region that is strategically aligned and integrated in its efforts to create and foster sustainable economic prosperity. The goal of this Advisory Committee is to formalize a shared vision and goals between the two organizations and create measurable objectives and outcomes to determine its success. Frostburg's current Acting Vice President of RDE also serves as TGCC's Executive Director.

To date, the two organizations working together have produced initiatives important to TGCC, FSU, and the entire region - including creation of the I-68 Regional Alliance; the Tri-State Communities of Excellence Initiative; the effort to increase the availability of market-rate housing in the region; a concerted focus on building-out the outdoor recreation economy; a focus on growing the region's renewable energy sector, including solar and woody biomass energy; and other regional collaborations working to advance the greater good of the tri-state region. This important partnership will more fully expand and converge the level of collaboration,

cohesion, and activities between education, industry, and other key organizations within the region.

In June 2024, Frostburg was awarded a $125,000 grant by the Appalachian Regional Commission to create a regional community media center. The center, located on Frostburg's main campus, will be a creative space for community members to learn digital content creation techniques, rent equipment, utilize facilities for audio and video production, and for meeting space among local and regional partners. It will provide regional community members, businesses, non-profits, and governmental agencies with the skills and equipment necessary to create content that will help them grow and support their businesses, garner community support, and network with current and future stakeholders. In addition, the center and its offerings will provide next-level experiential learning opportunities to current and future emerging media students that will further help them develop highly sought after and marketable skills. Sessions will be taught by FSU faculty, staff, and students on topics to include message development, content creation (including audio recording and editing and video capturing and editing), social media analytics, and distribution methods to better target desired audiences. This expanded community and regional partnership through the creation of a regional community media center is a two-year project that began in summer 2024. Grant funds will be used to purchase equipment, including a new media server for increased storage, video cameras and necessary peripherals, and to cover other expenses associated with training.

Goal 6: Promote activities that demonstrate FSU's educational distinction.

In February 2024, Frostburg State University was ranked among the Best Online Master's Programs in Maryland by Online Masters Colleges (OMC), a prominent, trusted source for students seeking valuable resources on online higher education degree programs. The Best Online Master's Programs in Maryland award recognizes FSU for the outstanding online master's degree programs it provides to its students based on OMC's comprehensive, rigorous evaluation process, which assesses universities on multiple factors such as graduation and retention rates, affordability, and program accreditation. The OMC thoroughly researches and compiles insightful education and career material to help students choose the best degree program, university, and profession. Its rankings evaluate accredited universities on several factors such as affordability, graduation and retention rates, available online programs, and student support services.

As part of an ongoing effort to create a sustainable, decarbonized campus, FSU received $300,000 in June 2024 from the United States Department of Agriculture's Wood Innovations Grant program. This grant will allow the university to create an implementation-ready design for woody biomass heating on campus, replacing an aging set of oil-fired boilers. Biomass heating is only the latest addition to Frostburg's expansive plans to reduce its carbon footprint – including microgrids, solar installations, EV charging, and advanced heating and cooling systems. The wood fuel used by biomass boilers is locally sourced and abundant, reaffirming FSU's commitment to supporting a sustainable regional economy. The Maryland Clean Energy Center (MCEC) supported the application process for this grant as part of MCEC's ongoing partnership with Frostburg. MCEC likewise participated in previous educational events and feasibility studies that contributed to the university's renewable energy transition.

Campus Response to Questions Raised by the Commission

1. *In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.*

Frostburg State University is in the third year of implementation of the dual advising model - an action item of the Excellence in Academic Advising (EAA) self-study, completed in 2020. Students are assigned both a Faculty Mentor from within the academic department of their major as well as a University Advisor (professional advisor) from within the Center for Academic Advising and Retention (CAAR). Operating from a holistic support framework, the five University Advisors prioritize face-to-face contact, completing over 1,500 appointments in fall 2023. Over 98% of advisees agree or strongly agree that their University Advisor serves as an important resource - and increase from 72% in fall 2021, the first semester of the new model.

In Fall 2022, CAAR University Advisors implemented a new intervention for first-year students on academic probation. The program consists of a required introductory meeting, completion of an academic recovery plan, bi-weekly, one-on-one meetings with assigned University Advisor, and academic alert/midterm warning interventions. New to spring 2023 were transcript audits by advisors to recommend course repeats/schedule changes to increase likelihood of meeting satisfactory academic progress and clearing probation. In spring 2023, the compliance rate of the FY 2022 cohort (100 students) improved by 17% from the previous year's cohort (from 43% in the first program iteration to 60% in the second intervention offering). Compliant students persisted at much higher rates two semesters post-intervention - 63% compared to 31% persistence rates.

FSU launched EAB's Navigate student success platform in August 2022, which allows for more targeted outreach and case management with students. Almost 95% of the 758 students who used Navigate to schedule advising appointments persisted from Fall 2022 to Spring 2023 as compared to an 81% persistence rate of all FSU students. In its second iteration, Navigate's Academic Alert system yielded an increase of faculty utilization and a protocol was developed to respond to alerts that rise to the level of significant concern. In Fall 2022, 139 cases were created, and in Fall 2023, 304 cases were created. Case closures make a difference with retention, with 58% of students with successful case closure retained or graduated to Fall 2023, as opposed to 19% retained or graduated to Fall 2022.

2. *Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?*

Frostburg is committed to maximizing the transfer credit awarded to students, in accordance with the Transfer with Success Act. Software is being purchased to streamline the transfer credit evaluation process and generate faster reviews for students. The university's new Transfer and Articulation Coordinator brings to the position decades of professional relationships and can work effectively with faculty and community colleges to improve the transfer experience for students.

The university also established a new Transfer Committee, led by the Student Government Association. The committee will focus specifically on the needs of transfer students, with a goal of increasing campus engagement and student inclusion. The committee will include students, faculty, and staff working to improve the overall transfer student experience.

3. *In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?*

Frostburg's biggest challenge as it works toward eliminating equity gaps is the retention and rates of minority students, most specifically African American students. Over the reporting period, the second-year retention rates decreased for African American students (from 75.0% in 2023 to 71.5% in 2024) and all minorities (from 75.2% to 73.8%).

4. *How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?*

Frostburg is dedicated to supporting students toward completion of their academic goals, including providing opportunities to prepare for a meaningful career. As such, each academic degree program provides a high impact integrative experience for students through internships, field placement, student teaching, clinical experiences, advanced research, or a capstone project. Oversight for these credit-bearing experiences is provided by a faculty coordinator for each academic department.

The university's Career and Professional Development Center serves as the primary resource for career development, preparation, and connections. Along with providing career counseling, advising, and exploration, the center coordinates workshops, classroom presentations, collaborative seminars, and individual appointments, reaching approximately 50% of the student population each academic year. These sessions specifically focus on the eight Pillars of Career Readiness, as stipulated by the National Association of Colleges and Employers. Additionally, the Career and Professional Development Center offers a one-credit Introduction to Career and Professional Development course each semester, as well as credit-bearing internship experiences with the Disney College Program and The Washington Center.

The Career and Professional Development Center coordinates six Career and Internship Fairs each academic year to directly connect students with employers, utilizing Handshake as the CRM to connect students locally, regionally, and nationally. The Center also collects career data using Handshake's First Destination survey, which indicates that 79% of FSU students are employed regionally, with healthcare (14%) and education (13%) being the largest sectors. Top regional employers include Allegany, Washington, and Frederick County Public Schools; Northrop-Grumman; IBM; WVU Medicine; PNC Financial Services; UPMC Western Maryland; and the Maryland State Police.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
U.S. Department of Education	Teacher Quality Enhancement Grants for State and Partnerships	Maryland Accelerates (MA): Teacher-Leader Residency for Inclusive Excellence	4,018,486	10/1/2019	9/30/2024
U.S. Department of Education	TRIO - Student Support Services	Student Support Services Program	1,927,992	9/1/2020	8/31/2025
U.S. Department of Education	TRIO - Upward Bound	Frostburg State University Upward Bound	2,365,845	9/1/2022	8/31/2027
U.S. Department of Education	Teacher Quality Enhancement Grants for State and Partnerships	Frostburg State University REACH Project	3,215,031	10/1/2022	9/30/2027
U.S. Department of Education	TRIO - Upward Bound	The Frostburg State University Upward Bound Math & Science Program	1,804,690	10/1/2022	9/30/2027
U.S. Department of Education	Fund for the Improvement of Postsecondary Education	Frostburg State University Maryland Accelerates Program	500,000	6/1/2023	5/31/2026
Appalachian Regional Commission	Appalachian Area Development	Master of Environmental Management in Sustainability	20,000	7/1/2024	6/30/2025

USM - Frostburg State University

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Address Statewide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.

Obj. 1.1 Increase the number of STEM (science, technology, engineering, mathematics) program graduates from 169 in 2019 to 190 in 2024.

Obj. 1.2 Increase the number of teacher education graduates above the 2019 level of 105 by 2024.

Obj. 1.3 Increase the number of baccalaureate-level nursing graduates from 160 in 2019 to above 180 by 2024.

Obj. 1.4 Through 2024, maintain the number of students enrolled in courses delivered off campus at a level equal to or greater than the 2019 level of 10,157.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of undergraduates enrolled in STEM programs	716	631	535	472	466	500	550
Number of graduates of STEM programs (annually)	151	131	131	111	106	125	150
Number of undergraduates and Master of Arts (MAT) post-bachelors enrolled in teacher education	479	437	437	389	347	350	350
Number of undergraduates and MAT post-bachelors completing teacher training	102	83	108	110	105	110	110
Pass rates for undergraduates and MAT post-bachelors on Praxis II exam	98%	87%	67%	66%	79%	85%	90%
Number of undergraduates enrolled in Nursing (RN to BSN) program	438	424	384	325	326	386	447
Number of graduates of the Nursing (RN to BSN) program	142	139	139	107	107	139	171
Number of Nursing (RN to BSN) program graduates employed in Maryland	128	128	125	96	96	96	96
Number of annual off-campus course enrollments	11,799	22,335	14,291	13,641	11,696	11,800	12,000

USM - Frostburg State University

Goal 2. **Promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation.**

Obj. 2.1 Increase the second-year retention rate of all undergraduates from 76.7 percent in 2019 to 78.0 percent in 2024 and the six-year graduation rate from 58.1 percent in 2019 to 60.0 percent in 2024.

Obj. 2.2 By 2024, maintain the percentage of African-American undergraduates at a level equal to or greater than the 2019 level of 31.2 percent.

Obj. 2.3 By 2024, sustain the percentage of minority undergraduates at a level equal to or greater than the 2019 level of 42.5 percent.

Obj. 2.4 Maintain the second-year retention rate of African-American students at a level equal to or greater than the 2019 level of 80 percent.

Obj. 2.5 Attain and preserve a six-year graduation rate of African-American students at 55.6 percent through 2024.

Obj. 2.6 Increase the second-year retention rate of minority students from 73.9 percent in 2019 to 75.0 percent in 2024.

Obj. 2.7 Realize and maintain a six-year graduation rate for minority students of 58 percent through 2024.

Obj. 2.8 Maintain the approximate percentage of economically disadvantaged students at 61 percent through 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Second-year retention rate at FSU all students	73.3%	73.6%	73.6%	77.5%	78.1%	78.1%	78.1%
Six-year graduation rate from FSU (or another public university in Maryland) for all students	59.2%	61.0%	60.7%	59.9%	59.8%	58.0%	60.0%
Percent African-American (Fall undergraduate in fiscal year)	29.6%	28.8%	27.0%	23.6%	20.7%	25.0%	31.2%
Percent minority (Fall undergraduate in fiscal year)	40.7%	40.2%	38.6%	36.1%	32.2%	36.0%	42.5%
Second year retention rate at FSU for African-American students	71.2%	69.6%	70.3%	75.0%	71.5%	75.0%	80.0%
Six-year graduation rate from FSU (or another public university in Maryland) for African-American students	58.8%	64.3%	58.9%	55.1%	57.8%	58.0%	58.0%
Second-year retention rate at FSU for minority students	71.3%	70.4%	69.8%	75.2%	73.8%	74.0%	75.0%
Six-year graduation rate from FSU (or another public university in Maryland) for minority students	57.6%	62.4%	57.9%	53.6%	54.3%	56.0%	58.0%
Percent of economically disadvantaged students	61.4%	60.0%	61.8%	58.0%	58.5%	60.0%	61.0%

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Goal 3. **Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.**

Obj. 3.1 Attain greater faculty diversity: women from 42 percent in 2019 to 44 percent in 2024; African-Americans from 4.6 percent in 2019 to 5.0 percent in 2024.

Obj. 3.2 Increase the number of programs awarded professional accreditation (e.g., the National Council for Accreditation of Teacher Education and the Association to Advance Collegiate Schools of Business) from 11 in 2019 to 12 by 2024.

Obj. 3.3 By the 2024 survey year, maintain or surpass the satisfaction of graduates with education received for work at the 2017 level of 91 percent.

Obj. 3.4 By the 2024 survey year, maintain the percentage of satisfaction with education for graduate/professional school at the 2017 level of 100 percent.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Faculty diversity: Women (full-time faculty)	43.7%	45.6%	48.7%	48.0%	46.2%	48.0%	49.0%
African-American (full-time faculty)	4.2%	5.0%	4.3%	4.0%	3.8%	4.5%	5.0%
Achievement of professional accreditation by program	11	11	11	11	11	11	11
Satisfaction with education for work (triennial survey)	88%	N/A	N/A	75%	N/A	N/A	90%
Satisfaction with education for graduate or professional school (triennial survey)	93%	N/A	N/A	83%	N/A	N/A	90%

Goal 4. **Enhance facilities and the campus environment in order to support and reinforce student learning.**

Obj. 4.1 Maintain effective use of resources through 2024 by allocating at least two percent of replacement costs to facilities renewal and achieve at least two percent of the operating budget for reallocation to priorities.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
[1] Percent of replacement cost expended on facility renewal	1.8%	2.3%	1.3%	5.4%	TBD	TBD	TBD
[2] Rate of operating budget reallocation	4%	2%	4%	2%	1%	0%	1%

Goal 5. **Promote economic development in Western Maryland and in the region.**

Obj. 5.1 Increase the percentage of graduates employed one year out from 96 percent in survey year 2017 to 97 percent in survey year 2024.

Obj. 5.2 Prepare graduates to obtain higher initial median salaries from $41,241 in 2017 to $42,500 in 2024.

Obj. 5.3 Sustain or increase the number of economic development initiatives established in 2019 (7) through 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Headcount enrollment (Fall total in fiscal year)	5,178	4,858	4,449	4,068	4,075	4,250	4,500
Number of graduates with a bachelor's degree	967	1,023	928	728	817	850	900
Number of graduates working in Maryland (triennial survey)	674	N/A	N/A	519	N/A	N/A	689
Percent of graduates employed one year out (triennial survey)	87%	N/A	N/A	90%	N/A	N/A	97%
Median salary of graduates (triennial survey)	$40,750	N/A	N/A	$47,500	N/A	N/A	$50,000
Number of initiatives	7	7	11	24	24	24	24

USM - Frostburg State University

Goal 6. Promote activities that demonstrate the University's educational distinction.

Obj. 6.1 Through 2024, continue participation in the system campaign goal.

Obj. 6.2 Increase students' involvement in community outreach from 4,506 in 2019 to 4,600 in 2024.

Obj. 6.3 Increase the number of faculty awards from 19 in 2019 to 20 in 2024.

Obj. 6.4 Sustain the Regents' goal of 7 to 8 course units taught by full-time equivalent (FTE) Core Faculty through 2024.

Obj. 6.5 Through fiscal year 2024, sustain the number of days spent in public service per FTE Faculty to at least 10.2 as recorded in fiscal year 2019.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Funds raised in annual giving ($ millions)	$1.8	$3.0	$3.8	$4.7	$5.3	$4.3	$4.7
Number of students involved in community outreach	1,923	2,248	2,282	3,245	975	1,100	1,200
Number of faculty awards	16	17	14	14	17	18	18
Course units taught by FTE core faculty	7.4	7.3	7.4	7.3	7.3	7.3	7.3
Days of public service per FTE faculty	9.4	8.9	6.0	6.4	6.8	7.0	8.0

NOTES

[1] 2023 actual is based on new replacement values calculations starting in FY 2020.

[2] Data for FY 2023, FY 2024, and FY 2025 unavailable until October 2024.

SALISBURY UNIVERSITY

MISSION

Salisbury University is a premier comprehensive Maryland public university offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, heath sciences, social work and education and applied master's and doctoral programs. We empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning.

INSTITUTIONAL ASSESSMENT

Overview

Salisbury University (SU) is proud of its many achievements accomplished during academic year 2023-24. One notable achievement was the establishment of a new Graduate School at SU. The new Graduate School structure aims to grow graduate enrollment, advance graduate research, and provide all graduate students with a strong sense of belonging. In addition, SU received approval to offer a new Masters program in Public Communication and a new Bachelor of Science program in Engineering Physics. Both programs will enroll students beginning in fall 2024.

SU's positive student outcomes earned it a spot again among the nation's "Best Colleges" published by *U.S. News & World Report* in their 2024 edition. In the northern region, SU ranked 54th in the top tier among 175 publics and privates, 27th among the north's "Best Value Schools" and 18th among the region's "Top Public Schools." In addition, Salisbury was recognized as one of the "Top Performers on Social Mobility" and for having one of the "Best Bachelor of Science in Nursing Programs." For the seventh year, *U.S. News & World Report* rated SU's online M.B.A. Program one of the top in the U.S. (No. 137 out of 345). SU's online M.S. in Nursing Program also was ranked among the country's best (No. 92 out of 186).

For the 10th year, *Forbes* magazine has named SU among America's Top Colleges." Ranking among the 500 top-ranked campuses, SU's selection for the Forbes list was based on outcomes including student satisfaction, graduation rates, student debt, and academic and employment success.

SU was again named among Military Times' "Best for Vets: Colleges." SU's scholarship support specifically for veterans and military-connected students, participation in the Veterans Administration work-study program, specialized study and socialization space and additional programs, earned it a spot among the 325 institutions included in this year's ranking. SU also made the *U.S. News and World Report* publication's list of "Best Colleges for Veterans" again this year.

SU was also recognized by The Princeton Review in its 2025 edition of *The Best 390 Colleges*. The University is among the nation's top 15 percent of four-year colleges. In addition, the Princeton Review again named SU one of its "Best Mid-Atlantic Colleges" and among the nation's "Green Colleges." The sustainable accolade is an honor SU has earned each year since The Princeton Review first offered it in 2010. For the fourth time, the publication also ranked

SU's Patricia R. Guerrieri Academic Commons as a "Best College Library." This year's ranking places the facility among the top 20 in the nation.

In reviewing our significant accomplishments this year, it was important to align them with the *2022 State Plan for Postsecondary Education*. Below, SU highlights our achievements for the performance measures related to the State Plan.

Goal 1: Ensure equitable <u>ACCESS</u> to affordable and quality postsecondary education for all Maryland residents.

PAR/MFR Goals and Objectives:
Goal 1: Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success. (Objectives 1.1-1.4)

Goal 2: Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region. (Objective 2.2)

Goal 3: The University will foster inclusiveness as well as cultural and intellectual pluralism. (Objectives 3.1-3.3)

SU is committed to cultivating and sustaining a superior learning community where students, faculty and staff are viewed as learners, teachers/scholars, and facilitators, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of university life. Supporting access, affordability, and academic excellence is a major goal in the University's Strategic Plan and supported by the following MFR objectives:
- diversity of the student body (Objectives 3.1-3.3)
- pass rates on national licensure and certification exams (Objectives 1.1 & 1.2),
- self-reports of student satisfaction with the quality of education and preparation they received (Objectives 1.3 & 1.4),
- employment status of recent graduates (Objective 2.2)

<u>Diversity</u>
MFR Objectives: 3.1- 3.3
In fall 2023, the University enrolled 1,376 first-time degree-seeking students, 32% were from racially and/or ethnically diverse backgrounds. Approximately, 89.3% of SU's enrollment, 6,281 students, was at the undergraduate level. Like many other institutions, SU's undergraduate enrollment declined over the past three years as a result of COVID. Most of these declines were due to declines in our incoming classes for 2020 and 2021. This has since led to smaller sophomore and junior classes. Undergraduate enrollment declined 15.2% in fall 2023; however, graduate enrollment increased slightly by 0.5%. Overall, graduate enrollment for fall 2023 was 749. SU has attempted to mitigate some of the effect of these enrollment declines by enrolling larger incoming first-time student classes for fall 2022 and 2023. However, like most USM schools, it will take several years to recover to our pre-COVID enrollment levels.

The University has increasingly emphasized its desire to maintain a diverse campus which is readily affirmed in the University's trends and benchmarks. While SU did not meet its 2024

MFR target to have African American students represent 15.4% of its undergraduate enrollment, in fall 2023, we held steady with African American students composing 14.1% of SU's undergraduate students this year (Objective 3.1). While African American percentages have remained stable, the University has experienced significant increases in our overall undergraduate minority student enrollment. During fall 2023, 29.5% (Objective 3.2) of SU's undergraduate students were from underrepresented minority groups, exceeding our 2024 MFR target of 26.8% and up nearly one percentage point over last year. This represents the highest percentage of minority students in SU's history. Overall, during the MFR/PAR cycle, SU undergraduate minority student representation on campus has increased 3.2 percentage points.

While continuing to increase accessibility, SU values both affordability (e.g., tuition, fees, need-based and non-need-based aid and grants, etc.) and quality (e.g., academic credentials of the first-year class, admission, retention and graduation rates, etc.). During fall 2023, 49.3% of SU's students were economically-disadvantaged (Objective 3.3). While SU did not meet the 2024 MFR target to have 52.1% of undergraduate students come from economically disadvantaged, this year's undergraduate enrollment represents a 2.7 percentage point increase over last year. SU strives to increase accessibility and was recognized by several publications for its affordability. *Money* magazine again named SU among "The Best Colleges in America." SU received a four-star rating on a five-star scale on their 2024 list of campuses highlighted for excellence. For its rankings, *Money* examines educational quality, affordability and alumni success. Also, for the 12th consecutive year, *Washington Monthly* magazine has named SU one of its "Best Bang for the Buck Colleges." SU was ranked among the top 75 in the U.S. among master's-level universities, and in the top 130 for value among all universities in the Northeast. SU also improved its social mobility ranking for the fourth consecutive year on the *U.S. News and World Report* rankings, improving from #154 in 2024 to #152 on the 2025 edition.

Licensure
MFR Objectives: 1.1 & 1.2
MFR Objectives 1.1 and 1.2 were established as performance goals to help determine the effectiveness of the nursing and teacher education programs at SU. Effectiveness for these goals is measured by examining the pass rates for the nursing licensure exam (NCLEX) and the teaching licensure exam (PRAXIS). While SU did not meet its 2024 MFR target to have an NCLEX pass rate at or above 94%, at 92%, SU remains well above the average Maryland NCLEX pass rate (78%) for BSN programs (Objective 1.1). In fact, SU has the highest NCLEX pass rate in the State of all BSN programs. The Nursing Department continues its concentrated efforts (e.g., tutoring, NCLEX review course, etc.) to increase its pass rates and maintain an academically rigorous curriculum.

For the 2024 MFR, 70% of students graduating in 2022-23 who took the PRAXIS II passed the exam (Objective 1.2). This is a two percentage point increase in the rate since last year. When SU set its 2024 MFR target, all graduating students seeking a degree in a Professional Education area were required to pass the relevant licensure exams as a graduation requirement. This requirement slowed down timely degree progress for students, and has subsequently been changed to require that students complete the relevant licensure exam prior to graduation. As such, SU did not meet its 2024 MFR target to have a 97% pass rate on the teacher licensure exam. However, in 2023, SU had five alumni recognized as Teachers of the Year in their

respective counties and SU graduates represented more than 20% of the finalists for Maryland Teacher of the Year. On the lower Eastern Shore, 35 of the 46 Teacher of the Year semi-finalists for Wicomico, Worcester, and Somerset counties were graduates of SU. SU continues to be recognized for excellence in teaching outcomes.

Alumni Satisfaction and Employment
MFR Objectives: 1.3 & 1.4; 2.1
Two additional measures of success used by SU are alumni satisfaction and employment status. Data are collected annually using an alumni survey to address Objectives 1.3, 1.4, and 2.1. The most recent survey results are based on students that graduated between July 1, 2021 and June 30, 2022 and had a 6.5% response rate. Results revealed that 100% of SU graduates are satisfied with their level of preparation for graduate school (Objective 1.3) and 97% of SU graduates are satisfied with their level of preparation for and employment (Objective 1.4). SU exceeded it its 2024 MFR target to have 99% of graduates satisfied with their preparation for graduate school and 95% satisfied with their job preparation. Additionally, SU exceeded its 2024 target to have 94% of graduates seeking employment be employed within one year of graduation (Objective 2.1). Currently, 99% of graduates seeking employment were employed within one year of graduation. SU provides a quality education, making graduates readily employable and prepared to be successful in their future careers and life. 94%

Goal 2: Promote and implement practices and policies that will ensure student <u>SUCCESS</u>.
PAR/MFR Goals/Objectives:
Goal 4: Improve Retention and graduation rates while advancing a student-centered environment. (Objectives 4.1-4.6)

Retention and Graduation
This year, the second-year retention rate for the 2022 entering cohort of first-year students increased to 81.6% from 78.4% (Objective 4.1). The 2022 cohort included students that started at SU in fall 2022 and returned to SU or transferred to another Maryland school for the fall 2023 semester. SU's second-year retention rate is the 2nd highest among the USM Master's colleges and universities, and we exceeded the 2024 MFR second-year retention target of 80%. Objectives 4.2 and 4.3 provide additional information regarding second-year retention rates with a special focus on African American and all minority students. SU second-year retention rates showed a large increase from 73.9% to 81.2% for African American students. Additionally, second-year retention rates for minority students increased from 74.0% to 81.8%. SU exceeded the 2024 MFR second-year retention rate target of 78% for both of these populations. SU's commitment to high-impact practices (HIPs) such as internships, undergraduate research and creative activity, community engagement, living learning communities, athletics, registered student organizations, and nationally competitive fellowships enriches academic success and student development while positively impacting our institutional retention rates.

SU's overall six-year graduation rate was 69.7% (Objective 4.4) which is the 2nd highest among the USM Master's colleges and universities and is just 0.8 percentage points below the USM average. SU also has the 2nd highest African American and minority student six-year graduation rates among the USM Master's colleges and universities. In fact, at 65.9%, SU's African American student rate is 11.1 percentage points higher than the USM average for this

demographic group. The six-year graduation rate for minority students was 64.7% (Objective 4.6). This is 0.8 percentage points lower than the USM average for this demographic group.

Unfortunately, SU did not meet its 2024 MFR targets for six-year graduation rates. The 2017 cohort was impacted by the COVID pandemic during their junior year at SU. As a result, the four- and five-year graduation rates were down for this cohort, and this rate never recovered during the sixth-year. Part of the decrease in graduation rates was also due to fewer students in the cohort graduating from another Maryland school after transferring from SU. This decrease resulted in a loss of 1-2 percentage points for this year's graduation rates. So, following the pandemic, when students did not graduate from SU, they were also less likely to graduate from any Maryland institution.

Goal 3: Foster <u>INNOVATION</u> in all aspects of Maryland higher education to improve access and student success.

PAR/MFR Goals/Objectives:
Goal 2: Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region. (Objectives 2.2-2.4)

SU measures its impact on economic growth by successfully producing graduates with the skills necessary to compete in high-demand occupations. To determine our success, the University tracks the percentage of graduates employed and professionally licensed after graduation. Unfortunately, COVID's impact on enrollment was felt for the third consecutive year. With an institutional enrollment decline of approximately 1.3%, many of our most in-demand academic programs experienced even greater enrollment declines. The University hopes that by continuing to bring in larger first-time student cohorts, as we did in 2022 and 2023, we will begin to see enrollment gains in the next year.

Nursing
MFR Objective: 2.4
After a few years of decreased enrollment during the pandemic, the number of undergraduate and graduate nursing majors increased this year. A total of 468 undergraduate students pursued a nursing degree in fall 2023. An additional 30 students were pursuing a graduate nursing degree during the same time period. Although enrollment is beginning to increase, the recent decline in enrollment over the past few years has led to a decline in degree recipients; the number of baccalaureate and graduate degree recipients decreased from 113 to 103 this year (Objective 2.4). Despite the slight decline in degrees this year, SU exceeded its 2024 MFR target to have at least 96 nursing graduates during the 2024 MFR cycle. Since this MFR cycle began, SU has graduated a total of 499 nursing students.

Teacher Education
MFR Objective: 2.2
Following COVID, there has been a nationwide shortage of teachers. Like many other institutions, SU also saw decreases in the number of students pursuing a teaching degree in the past few years. However, the overall number of teacher education enrollments in fall 2023 increased this year to a total of 1,009. However, due to several years of enrollment declines, the number of teacher education graduates from SU (Objective 2.2) continued to decrease this year

to 242. As a result, SU did not meet its 2024 MFR target to have at least 260 teacher education graduates. However, SU has produced 1353 teacher education graduates since the start of the MFR/PAR cycle. To promote increased enrollment in SU's teaching programs, in 2023 the University received approval by MHEC to offer at Bachelor of Science in Elementary Education and Dual Certification in Early Childhood Education both on campus and via distance education. We remain hopeful that our enrollment in teacher preparation programs will increase as our enrollment grows.

STEM
MFR Objective: 2.3
STEM enrollments increased again this year for the second consecutive year to 1,115. However, due to three prior years of enrollment declines, STEM graduates decreased slightly to 248 degrees granted during 2022-23 (Objective 2.3). As such, SU did not meet its 2024 MFR target to have at least 285 STEM graduates. However, SU has graduated 1,448 STEM students over the last five years. In addition to several other scholarships used to attract STEM students, the Henson School Science and Technology offers 16 renewable $5,000 merit scholarships for entering first year STEM students. In 2023-24, the Henson School launched a successful social media marketing campaign that yielded an increase in applications to STEM programs by 20% and enrollment gains of about 6%. Additionally, in fall 2024 SU began offering a new Engineering Physics program. We anticipate these additions will help increase enrollment and student success in STEM programs.

RESPONSE TO THE COMMISSION'S PROMPTS

In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

Annually, SU participates in a statewide communication campaign required by Maryland legislation. As a part of the MHEC Near Completer's Initiative, SU identifies previous students who are no longer attending the University, have achieved a GPA of 2.0 while in college, earned at least 90 credit hours, and are eligible for reenrollment. Once these former students are identified, the Academic Advising Center reaches out to them to offer assistance with the development of plans for re-enrollment. Of 275 students identified in June 2023, 80 (29%) have completed and 50 (18%) were persisting as of spring 2024. Additionally, SU is spending time and resources on retention efforts, as we aspire to improve our retention rates from our current 80% to 85%. To that end, we launched new campaigns, including faculty doing systematic individual outreach to at-risk students, and better use of midterm grade data, and our online systems to engage with students who may need additional help. The SU Cares Program also provides a centralized clearinghouse for resources students may need to help them succeed at SU.

Additionally, in fall 2022, a new scholarship opportunity was created with the purpose of encouraging initial probation students to earn a spot on the Dean's List in their subsequent semester at SU. The goal was to entice probation students with a monetary incentive to rebound from the prior semester academically. This one-time scholarship of $1,000 is applied to the semester following the earned Dean's List distinction. Since starting the program, 30 students

have earned the scholarship.

Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

Similar to other institutions, SU's transfer student enrollment has declined significantly over the last 10 years. Since 2013, new transfer student enrollment has decreased 43%. While this decline began in 2015, following COVID, the decline in transfer students was more substantial. However, SU did see slight increases, 2.2%, in our fall 2023 transfer class compared to fall 2022. SU is optimistic that we will begin to see incremental increases our transfer class. We remain committed to the success of our transfer students. SU continues to expand our transfer credit tools, by continuously updating transfer credit rules to ensure that transfer student have a clear picture of the remaining credit hours needed to earn a degree. Additionally, the transfer credit tool allows these students to more effectively select courses needed to complete their degree in a timely manner.

We regularly track the success of transfer students through our annual participation in the Student Achievement Measure (SAM) initiative. SAM is a transparency initiative to track students across institutions to create a more complete picture of undergraduate student progress and completion within the higher education system. SU annually tracks completion and transfer rates for first-time <u>and</u> transfer students through this initiative. As many of SU's transfer students, approximately 71% (FY23), arrive with at least 30 credits completed, it's important to track various graduation rates. Currently 60% of SU's full-time transfer students graduated from SU within three years. Another 4% graduated from another institution after transferring from SU. Additionally, four- and six-year graduation rates are higher for transfer students than first-time students. By comparison, 72% of SU's full-time transfer students graduate within four years, compared to 52% of first-time, full-time students. Within six years, 75% of full-time transfer students and 67% of first-time, full-time students have graduated.

In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

The biggest challenge facing SU as it attempts to meet the Access, Success, and Innovation goals in the State Plan is the increased need for academic and mental health support for students post-COVID. As many institutions nationwide have also experienced, incoming students are less prepared for the academic challenges of college. As a result, there has been an increased need for student support services such as the Center for Student Achievement, Academic Advising Center, University Writing Center, Counseling Center, and many other offices. Managing the increasing cost of these vital services is challenging.

Additionally, SU has focused its efforts on offering additional resources and support for courses where we have seen high D, F, W rates for our students. For instance, SU has implemented a General Chemistry preparatory course (CHEM 100: Introduction to Chemistry) for students who don't have the necessary preparation from high school to take CHEM 121: General Chemistry 1. As a part of that effort, a screening exam was implemented for students who were placed in CHEM 100 but want to enter CHEM 121 without the prerequisite. Additionally, the Henson School of Science and Technology recently completed a pilot study on the effectiveness of an in-

house calculus placement exam. Through this study, it was revealed that performance in and level of math courses completed as a junior or senior in high school were just as effective as the placement exam. Finally, a reformation of MATH 140 (College Algebra and Trigonometry) is underway to better prepare students for success in Calculus 1

While academic and support services are instrumental for the retention and success of our students, enrollment decreases make it challenging to fund them. SU's declining enrollment also means declining revenue. As we move forward as a campus community, we remain dedicated to providing the academic and mental health support students need to be successful and finding additional revenue streams to fund these important services.

How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

During academic year 2023-24, three of SU's academic programs, Philosophy, Art, and English, underwent a rigorous review and certification process through Quality Assurance Commons. This process requires program faculty to complete a self-study and review curriculum to provide evidence that their program helps faculty (and then students) understand what Essential Employability Qualities are, recognize why they are important to employers, and articulate how they have developed them through their academic or training program. The certification process examines eight Essential Employability Qualities, including communication, teamwork, critical thinking, creativity, problem-solving, learning and adaptability, professionalism, responsibility, and digital literacy. Following their review, all three programs received the Essential Employability Qualities certification (EEQ CERT) for their comprehensive and integrated framework for employability. For academic year 2024-25, the University is soliciting five additional programs to complete the EEQ CERT self-study, with a goal to have numerous academic programs certified within the next five years.

In addition, SU is excited to launch the University's new General Education curriculum in fall 2024. The curriculum intentionally links each course to identified student learning outcomes that define High Impact Practices (HIPs) for student learners. The new General Education curriculum notably includes an SU signature course in the form of Experiential Learning (EL). This requirement is intentionally designed to allow for the application of knowledge and competency in the form of internships, study abroad/away, service-learning, or senior project opportunities.

Finally, the Office of Career Services provides a variety of workshops, classroom presentations, and 1:1 coaching meetings which focus on helping students to communicate how their coursework, jobs, student organization experience, athletics, and more have prepared them for the workforce. The University also tracks graduate outcomes one year after graduation to collect data on employment, graduate school attendance, and satisfaction with the education received at SU. Results revealed that 100% and 97% of SU graduates are satisfied with their level of preparation for graduate school and employment, respectively. Of those graduates seeking employment, 99% were employed within one year of graduation. SU provides a quality education, making graduates readily employable and prepared to be successful in their future careers and life.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
National Science Foundation	Research Experiences for Undergrads	REU Site: EXERCISE - Exploring Emerging Computing in Science and Engineering	$ 414,979	2/15/2022	1/31/2025
National Science Foundation	Alliances for Graduate Education and the Professoriate	The AGEP Alliance State System Model to Transform the Hiring Practices and Career Success of Tenure Track Historically Underrepresented Minority Faculty in Biomedical Sciences	$ 317,879	10/1/2018	9/30/2024
US Dept of Education	TRIO - Student Support Services	Salisbury University TRIO SSS Program	$ 1,265,160	9/1/2020	8/31/2025
US Dept of Education	Migrant Education - College Assistance Migrant Program	Initializing Migrant/Minority/Marginalized Power through Opportunities and Widening Educational Representatives	$ 1,716,574	7/1/2019	5/31/2025
National Endowment for the Humanities	Promotion of the Humanities - Teaching and Learning Resources and Curriculum Development	Re-envisioning Ethics Access and Community Humanities (REACH) Initiative: Integrating Community and Curricular Ethics	$ 146,322	6/1/2022	12/31/2024
National Science Foundation	Robert Noyce Teacher Scholarship Program	Recruitment and Induction of Secondary STEM Teachers Integrating Lesson-Study as a Continuous Improvement Learning Mechanism	$ 1,199,846	4/1/2019	3/31/2025
National Science Foundation	Improving STEM Education: Directorate for STEM Education	Collaborative Research: New to IUSE: EDU DCL: Diversifying Economics Education through Plug and Play Video Modules with Diverse Role Models, Relevant Research, and Active Learning	$ 213,997	1/1/2024	12/31/2025

USM - Salisbury University

MISSION

Salisbury University (SU) is a premier comprehensive Maryland public university, with four privately endowed schools, offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, education, social work, and applied master's and doctoral programs. Our highest purpose is to empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life long learning in a democratic society and interdependent world.

VISION

Salisbury University, a Maryland university of national distinction, will be acknowledged by its peers as a globally oriented, widely recognized comprehensive university for excellence in education both in and out of the classroom and for its commitment to model programs in civic engagement. Undergraduate research, international experiences, and a broad range of internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the education and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master and doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will contribute to the economic and social vitality of the State and the nation.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.

Obj. 1.1 Maintain the percentage of nursing graduates who pass the nursing licensure exam on their first attempt within 5 percentage points of the fiscal year (FY) 2019 rate of 99 percent into FY 2024.

Obj. 1.2 Maintain the percentage of teacher education graduates who pass the teacher licensure exam at or above 97 percent into FY 2024.

Obj. 1.3 Maintain the percentage of SU graduates who are satisfied with their level of preparation for graduate or professional school at 99 percent into FY 2024.

Obj. 1.4 Increase the percentage of SU graduates who are satisfied with their level of preparation for employment from 94 percent in FY 2017 to 95 percent in FY 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Nursing National Council Licensure Exam (NCLEX) pass rate	92%	95%	95%	89%	92%	94%	94%
Teaching (Praxis II) pass rate	97%	88%	81%	68%	70%	71%	72%
Satisfaction with preparation for graduate school	100%	95%	100%	100%	100%	99%	99%
Satisfaction with preparation for employment	97%	94%	92%	99%	97%	95%	95%

USM - Salisbury University

Goal 2. **Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.**

Obj. 2.1 Maintain the percentage of graduates employed one-year after graduation at the FY 2017 rate of 94 percent into FY 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percentage of bachelor's degree graduates employed one year after graduation	97.0%	94%	98%	98%	99%	98%	98%

Obj. 2.2 Increase the number of teacher education graduates from 254 in FY 2019 to 260 in FY 2024.

Obj. 2.3 Maintain at least 285 graduates in science, technology, engineering and math (STEM) related fields in FY 2024.

Obj. 2.4 Maintain the number of nursing degree recipients at the FY 2019 of 96 into FY 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of teacher education enrollments	1,203	1,180	1,055	1,008	1,009	958	925
Number of teacher education graduates	243	300	294	274	242	252	270
Number of STEM enrollments	1,417	1,314	1,083	1,094	1,115	1,137	1,154
Number of STEM graduates	322	319	294	265	248	249	268
Number of undergraduate nursing majors	561	513	502	463	468	460	470
Number of baccalaureate degree recipients in nursing	89	89	83	99	93	85	95
Number of graduate nursing majors	38	34	35	29	30	28	25
Number of graduate degree recipients in nursing	7	9	6	14	10	5	10
Total number of nursing degree recipients	96	98	89	113	103	90	105

Goal 3. **The University will foster inclusiveness as well as cultural and intellectual pluralism.**

Obj. 3.1 Increase the percentage of African-American undergraduates from 14.4 percent in FY 2019 to 15.4 percent in FY 2024.

Obj. 3.2 Increase the percentage of minority undergraduates from 26.3 percent in FY 2019 to 26.8 percent in FY 2024.

Obj. 3.3 Maintain the percentage of economically disadvantaged students attending SU at the FY 2019 rate of 52.1 percent into FY 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percentage of African-American undergraduates	14.7%	14.2%	13.2%	14.1%	14.1%	14.3%	15.6%
Percentage of minority undergraduates	26.8%	26.6%	27.0%	28.6%	29.5%	29.6%	29.7%
Percentage of economically disadvantaged students	54.1%	52.9%	50.9%	46.6%	49.3%	50.0%	50.0%

USM - Salisbury University

Goal 4. Improve retention and graduation rates while advancing a student-centered environment.

Obj. 4.1 Maintain second-year retention rates of SU first-time, full-time freshmen of 80 percent in FY 2024.

Obj. 4.2 Maintain second-year retention rates of SU first-time, full-time African-American freshmen 78 percent in FY 2024.

Obj. 4.3 Maintain second-year retention rates of SU first-time, full-time minority freshmen 78 percent in FY 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Second-year first-time, full-time retention rate at SU (or another public university in Maryland): All students	80.5%	79.3%	80.3%	78.4%	81.6%	80.0%	81.0%
African-American students	86.5%	76.4%	75.4%	73.9%	81.2%	79.6%	80.6%
Minority students	78.1%	75.2%	79.1%	74.0%	81.8%	80.0%	81.0%

Obj. 4.4 The six-year graduation rates of SU first-time, full-time freshmen will increase from 72.0 percent in FY 2019 to 73.5 percent in FY 2024.

Obj. 4.5 The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 66.4 percent in FY 2019 to 67.9 percent in FY 2024.

Obj. 4.6 The six-year graduation rates of SU first-time, full-time minority freshmen will increase from 65.6 percent in FY 2019 to 67.1 percent in FY 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Six-year graduation rate of first-time, full-time freshmen from SU (or another public university in Maryland): All students	75.4%	73.0%	74.9%	73.2%	69.7%	70.0%	71.0%
African-American students	69.1%	67.5%	71.5%	69.6%	65.9%	67.0%	68.0%
Minority students	71.5%	65.0%	72.6%	68.2%	64.7%	66.0%	67.0%

Towson University
2024 Institutional Performance Accountability Report

Mission

Towson University fosters intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. TU is recognized as a leader in community engagement, including entrepreneurial efforts that provide collaborative opportunities between the campus and the larger Maryland community. Our graduates leave with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy and environment of the state, the region and beyond.

Institutional Assessment

The TU 2020-2030 Strategic Plan: Leadership for the Public Good builds upon the institution's momentum to further its impact as an anchor institution and advances its position as a national leader in higher education for the public good. The plan focuses on six major goals including (1) Educate, (2) Innovate, (3) Engage, (4) Include, (5) Support, and (6) Sustain. These goals facilitate academic quality, diversity and inclusion, student success, STEM and other critical state workforce needs, and other areas that mirror and contribute to the goals of both the 2022 Maryland State Plan for Postsecondary Education and to Vision 2030: From Excellence to Preeminence, the strategic plan of the University System of Maryland.

The following document reviews progress on the goals and objectives contained in TU's PAR/MFR report. We have included a crosswalk under each of the goal statements to further demonstrate connections between the goals and objectives of TU's PAR/MFR, TU 2020-2030, and the 2022 Maryland State Plan for Postsecondary Education.

Performance Accountability/Managing for Results Goal 1: Create and Maintain a Well-Educated Workforce. (Access, Success, and Innovation Goals of the Maryland State Plan; Institutional Priorities 1, 3 & 5 of TU 2020-2030)

TU contributes by:
1) generating substantial numbers of high-quality bachelor's degrees, to help reach the goal of 55% of Marylanders having a higher education degree by 2025,
2) preparing the most graduates with teaching credentials of any Maryland institution,
3) increasing STEM enrollments and degrees to address Maryland's STEM workforce needs, and
4) producing highly prepared nurses to address Maryland's nurse shortage and to improve the quality of health care to Maryland residents.

Overall Student Enrollment, & Degrees Awarded.

TU's fall 2024 headcount enrollment was 19,401, a decrease of 126 students or 0.6% from the fall 2023 headcount of 19,527. TU's undergraduate headcount decreased by 1.5% or 253 students, and TU's graduate headcount increased to 3,137 students, up by 4.0% from 3,010 students in fall 2023.

TU enrolled 2,947 incoming first-time students during fall 2024, about 67 fewer first-time students than fall 2023. Although first-time applications were up for fall 2024, enrollment was likely harmed by persistent delays and problems with the U.S. Department of Education's revised FAFSA system. Additionally, the number of incoming transfer students decreased by 3.7%, from 1,561 transfer students in fall 2023 to 1,506 transfer students in fall 2024. TU's transfer students primarily originate at Maryland's Community Colleges, which experienced several years of enrollment declines, followed by an enrollment increase in fall 2023. TU enrolled 11,811 continuing undergraduate students in fall 2024, about 1.1% fewer than in fall 2023.

Increased graduate enrollments were largely attributable to a 9% increase in the number of students who are seeking graduate certificates, up from 496 in fall 2023 to 542 in fall 2024. Additionally, the number of students seeking master's degrees also rose, up by 3%, from 2,234 in fall 2023 to 2,308 in fall 2024. The number of doctoral students remained essentially unchanged, at approximately 250.

TU conferred 3,986 bachelor's degrees during the 2023-2024 academic year. Although the number of degrees conferred in 2022-2023 was approximately 3% lower than the objective of 4,100 annual bachelor's degrees, TU remains on track to exceed the institution's target for contributing to the state's 2025 completion goal. Since 2009-2010, TU has conferred a total of 64,701 bachelor's degrees, outpacing the interim benchmark of 62,687 degrees by 3.2% or 2,014 degrees

TU conferred 906 graduate degrees during the 2023-2024 academic year, down by 2.3% from the prior five-year average of 927 annual graduate degrees. Although master's degree production (848 degrees conferred in 2023-2024) was 4.7% lower when compared to the preceding five-year average, doctoral degree production increased sharply. TU conferred 58 doctoral degrees during 2023-2024, which was 54.3% higher than preceding five-year average of 38 annual doctoral degrees. This increase demonstrates TU's progress toward the institutional aspiration of attaining the Carnegie classification of R2: Doctoral Universities – High research activity.

Enrollment in K-12 Teacher Training & Degrees Awarded with Teaching Credentials.
TU continues to develop a robust pipeline of well-prepared educators to meet Maryland's needs for teachers, and TU persists as Maryland's largest producer of teacher candidates. For the 2023-2024 academic year, 401 TU students completed teacher training programs. Although this figure is below the stated goal, it reflects the formidable challenges of decreased teacher preparation enrollments during COVID. TU projects increased enrollments and completions in future years.

Enrollment in undergraduate teacher preparation/training programs at TU increased by about 4.8%, from 1,038 enrolled students in fall 2023 to 1,088 enrolled students in fall 2024. Although program-specific enrollment trends are mixed, with some experiencing enrollment increases and other experiencing declining enrollments. One area where TU has seen an increase in the number of teacher candidates is in its MAT program. This is a result of the addition of an online option as well as increased number of conditional teachers in Maryland. TU also has developed several paraeducator to MAT pathways to help those with bachelor's degrees in other fields obtain teacher licensure.

Between 2021 and 2024, TU has seen a 27% drop in the number of special education majors. This is in line with national trends as special education has always been a critical shortage area. Even with the decline, TU is preparing a substantial number of special education graduates. TU's College of Education (COE) is working with Howard County and Montgomery County Public School Systems to implement district-based cohort programs to help staff who do not have bachelor's degrees complete education programs so they can be eligible for certification in special education. This is accomplished by offering part-time, evening programs.

The College of Education is working closely with TU's Marketing and Enrollment specifically to recruit undergraduate students into teacher education programs. TU also hosted a very successful Teacher Summer Scholar program in July where 65 high school students interested in teaching stayed on campus for the week and learned about the profession in a one-credit college course. In addition to these recruitment efforts, TU has strong supports in place to retain candidates who have entered its programs.

Regarding the Praxis II data, pass rates for 2022-2023 completers increased to 91%. TU anticipates that pass rates will continue to rise post-pandemic as candidates are back in traditional internship experiences. It is important to note that Title II Summary Pass rates for TU completers is lower than the 91% reflected in the MFR. This is due to a transition in the state that allows candidates with a 3.0 GPA to use their GPA to meet the Basic Skills Assessment requirement in lieu of taking the Praxis Core. Many students, however, were still counseled to take the Praxis Core before applying to TU. For those who were not successful in passing, TU has not required them to retake the Praxis Core, so those low pass rates, which are included in the Title II Summary Pass rates, are pulling the overall pass rate down.

Additionally, TU has noticed that the number of candidates taking the Praxis II content exams has dropped considerable from 2022-2023 to 2023-2024. We hypothesize that this is because districts are hiring TU graduates conditionally and telling them they have longer (up to 5 years) to take the tests. TU often counsels candidates to take the Praxis II tests their senior year and it will work with programs to identify the causes for the decline in the number of candidates actually doing so.

According to the FY 2023 USM Completer data, TU prepared 636, or 42% of the 1,513 undergraduate education majors from all USM institutions. MLDS Labor data shows that of the 521 completers from 2021 – 2022, 412 or 79% were visible as working in a Maryland Public School in 2022 -2023. TU was recently awarded a five-year Teacher Quality Partnership Grant focused on increasing the number of initial licensure candidates in early childhood, elementary education, special education, and bilingual education. This project will begin October 1, 2024.

Enrollment & Degrees Awarded in STEM.
TU continues to help the state address STEM workforce needs with a variety of science and mathematics programs that combine the latest theory with real-world experience. Overall STEM degree and certificate completions totaled 893 for Academic Year 2023-2024. Although below the objective of 1,050, enrollments in STEM programs have been recovering from enrollment decreases during COVID. TU conferred 715 STEM bachelor's degrees in 2023-2024, essentially

unchanged from the 716 degrees conferred in 2022-2023. Recent enrollment increases in TU's Department of Computer and Information Sciences has yielded additional degree conferrals. Notably, TU awarded 209 information technology bachelor's degrees in 2023-2024, up by 55 degrees (35.7%) from the prior year.

TU enrolled 3,825 undergraduate STEM majors in fall 2024. This enrollment level represents an increase of about 1.3% from fall 2023 (3,776). TU's increase in STEM majors is largely driven by student interest in computer science, information systems, and information technology. Over the past five years, enrollments in these majors have increased by 26.7%.

Graduate STEM enrollments increased by about 7.8% from 562 in fall 2023 to 606 in fall 2024. Enrollment increased for a number of TU's graduate STEM programs, with TU's master's program in Computer Science leading the way, increasing from 99 students in fall 2023 to 121 students in fall 2024. TU's Information Technology PhD also increased enrollments during the past year, from 63 students in fall 2023 to 73 students in fall 2024.

Enrollment & Degrees Awarded in Nursing.
TU's nursing programs continue to strive to meet the state's need for nursing professionals. Undergraduate enrollments and degree production improved during the current year, after experiencing pandemic-related challenges during the prior few years. Part of the enrollment improvement is attributable to strategic changes within the Department of Nursing. For example, TU's graduate nursing program transitioned to an entry-level nursing preparation program during fall 2022. Also, the department piloted direct entry undergraduate admissions for fall 2024.

TU's undergraduate nursing enrollments increased to 630 students in fall 2024, up by 34 students (5.7%) from the fall 2023 level of 596 undergraduate nursing students. Applications to TU's undergraduate nursing program held steady, with 281 qualified applicants for fall 2024 admission, just slightly above the fall 2023 level of 277 applicants. Concerted recruitment efforts have helped to keep these numbers steady in a challenging external climate.

TU conferred 250 bachelor's degrees in nursing during 2023-2024, up by about 7% from the 233 bachelor's degrees conferred during 2022-2023, but below the objective target of 292 degrees. TU nursing graduates achieved a 90% passing rate NCLEX-RN during the 2022-2023 administration period, up slightly from the 2021-2022 passing rate of 87% and the preceding five-year average of 88%.

TU's Department of Nursing transitioned its primary graduate-level offering to an entry level master's in nursing program (ELMS), designed to train students who hold a bachelor's degree in a non-nursing discipline. The program launched in fall 2022 with a cohort of 19 students, and enrollment held relatively steady at 19 students in fall 2023 and 16 students in fall 2024. The program graduated 14 students during the 2023-2024 academic year.

Performance Accountability/Managing for Results Goal 2: Promote Economic Development (Innovation Goal of the Maryland State Plan; Institutional Priorities 1, 3, and 5 of TU 2020-2030)
Median wages for TU's bachelor's degree completers rose to $48,748 during FY 2024, exceeding

the object of $47,890. The FY 2024 levels represent an increase of $1,806 (3.8%) from the prior year. Additionally, the profile of TU's graduates exemplified TU's commitment to accessible and equitable education. During 2022-2023, TU conferred 3,986 bachelor's degrees, and 50% of these degrees were earned by students from historically underserved racial and ethnic groups.

TU's increasing geographic pull also exemplifies the university's commitment to economic development. Although Maryland's Central Region (Anne Arundel, Baltimore, Baltimore City, Carroll, Harford, and Howard) remains the university's largest source of undergraduate students, TU is enrolling increasing numbers of students from the Capital Region (Frederick, Montgomery, and Prince George's counties). In fall 2023, 33% of TU's incoming first-time students and 24% of incoming transfer students hailed from the Capital Region of MD.

A thriving and competitive economy is one of five impact areas of Baltimore Towson University (BTU), which leverages partnerships to support TU's commitment to positive impacts, making a difference, and transforming lives. Through BTU, TU has partnered with almost 700 organizations in Greater Baltimore and throughout Maryland to create positive impacts. As of fall 2024, TU faculty, staff, and students have more than 240 active engagements with BTU networking partners. This work is supported by 235 TU faculty and staff.

Performance Accountability/Managing for Results Goal 3: Increase Access for and Success of Minority, Disadvantaged Students (Access Goal of the Maryland State Plan; Institutional Priorities 1 & 4 of TU 2020-2030)
Students from historically underserved racial and ethnic groups accounted for 59.8% of TU's fall 2024 undergraduate student body, a 14.4% share increase from five years earlier and above the objective of 50%. Similarly, the percentage of TU's entire undergraduate body who are African American or Black has continued to grow, from 24.4% in fall 2019 to 35.5% in fall 2024, above the objective of 27%.

TU's commitment to provide accessible education is also demonstrated by the percentage of undergraduate students with high economic need. During the fall 2024 semester, 40% of TU's incoming first-time students received federal Pell grants, the most common aid program for students with exceptional levels of financial need. This represents an 18-percentage point increase from 10 years earlier, when 22% of incoming first-time students received Pell grants.

TU's students from historically underserved groups excel in their progression and degree completion, exceeding the university's overall retention rate of 84.7% and approaching the 87% objective retention rate. TU's 2022 to 2023 retention rate was 85.8% for TU's students from historically underserved groups and 86.0% for TU's African American or Black students. Their six-year graduation rates were also notable, with the African American or Black graduation rate reaching 71.3% for the fall 2017 cohort and the historically underserved graduation rate reaching 70.9%.

The six-year graduation rate of TU's first-generation undergraduates was 58.8% for the fall 2017 cohort, dipping below the preceding three-year average of 69%. Similarly, the six-year graduation rate of TU's low-income students fell to 62.1% for the fall 2017 cohort, after rising steadily for several years. These students had been progressing at somewhat slower rates than

similar students in prior cohorts. The equity gap widened during fall 2020 when COVID disrupted in-person learning. Preliminary data for the next cohort (fall 2018 incoming students) indicate that graduation rates rebounded for low-income and first-generation students.

Graduation rates below the objectives reveal the significant challenges that students experienced during pandemic-related disruptions. TU continues to expand on previously initiated programs including tracking at-risk students, enhanced transfer student advising, enhanced tutoring and study skills workshops, increased resources for low-income and first-generation academic support programs, and analytics software to facilitate student advising and course scheduling.

Performance Accountability/Managing for Results Goal 4: Achieve and Sustain National Eminence in Providing Quality Education, Research, and Public Service (Innovation Goal of the Maryland State Plan)
TU continues to demonstrate excellent six-year undergraduate graduation rates, with a 71.4% six-year graduation rate in 2023-2024 (fall 2017 cohort), the third highest rate among USM institutions, trailing UMBC's six-year graduation rate by 1.1%. TU's retention rate for first-time / full-time undergraduate students improved from 83.4% for the fall 2021 incoming cohort to 84.7% for the fall 2023 cohort.

TU is progressing toward the institutional aspiration of attaining the Carnegie classification of R2: Doctoral Universities – High research activity with a 99% increase in research expenditures in 2022-23.

The educational outcomes for TU students drive numerous institutional rankings and recognitions, including:
- *U.S. News & World Report* ranked TU 5th among Public Universities in the North, 5th best Colleges for Veterans in the North (public or private).
- *The Wall Street Journal* ranked TU 1st among public universities in Maryland and 40th best institution nationwide (public or private)..
- *Washington Monthly's* 2024 College Guide and Rankings placed TU 9th in Best Master's University nationwide and 1st at Best Bang for the Buck among all Maryland schools
- TU is one of only 21 institutions in the nation to receive the Cyber Operations designation from the National Security Agency / Department of Homeland Security.
- TU's College of Education is Maryland's earliest and preeminent producer of teachers.
- TU ranked 6th out of 1,361 universities worldwide for SDG5: Gender Equality in THE Impact Rankings 2024.
- TU received the Higher Education Excellence in Diversity (HEED) award for the fourth consecutive year in 2023.

Cost Containment Efforts
Towson continues to experience project delays due to supply chain issues while also managing our Energy & Efficiency Efforts, which includes our continued efforts for energy conservation. It is important to note that while our FY24 actual is 1.14%, we are projecting 3.27% for FY25 which would give us a 2- year average of 2.2% - slightly more than the standard requirement. Several of our projects that were scheduled to start in FY24 were delayed which resulted in the lower actual for FY24.

Institutional Responses to MHEC Prompts

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

Strategies for increasing student completion rates often focus on identifying and supporting at-risk students. One effort includes TU's early intervention system, which requests faculty progress reports for targeted student groups, based on the students' recent academic performance or incoming status. Additionally, TU has recently implemented an ad hoc referral system, which allows any faculty or staff to refer a student that may be in need of support. Assessments of these programs indicate that course grades improved for approximately 40% of students who responded to outreach efforts from the early intervention system. Course grades and overall GPA are highly predictive of student retention and completion.

As STEM majors become more popular among incoming students, data (e.g., course grades and major-changing patterns) have revealed that students often need additional support to persist and thrive in these majors. In response TU is developing an intensive five-day STEM Success Camp that will precede the start of each semester, followed by a one credit companion course that will run during the semester.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

One of TU's strategic targets for transfer students is to maintain an average time to degree of less than three years for incoming transfer students. This was developed during TU's strategic planning process and considered contextual factors (e.g., full-time status, number of transferred credits, etc.) about our incoming transfer students. This metric is reported in TU's strategic plan targets and as part of internal dashboards.

Recent efforts to support these goals include recent articulation agreements with some of TU's largest feeder colleges. Additionally, transfer students are supported with enhanced advising and a mentorship program. Furthermore, TU is piloting a way to provide targeted advising to incoming transfer students who do not have a specific major but have identified their desired general area of study.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

TU has successfully narrowed the equity gap for six-year graduation rates. However, equity gaps persist for four-year graduation rates. In other words, TU's historically underserved students are completing their degrees, but it is taking them longer than other students. The causes for this gap are multifaceted and often include both academic and external challenges.

TU's equity gaps are often uncovered through the university's strategic planning processes, periodic accreditation and assessment reviews, and internal and external data reports and dashboards. For example, TU's strategic enrollment management plan is administered by the Strategic Enrollment Management Council (SEMC), which is comprised by senior university

leaders such as the provost and divisional vice presidents. The Student Success Council (SSC) reports to the SEMC and is comprised of AVP and director level employees. The SSC and its workgroups continually report on student outcomes, contributory impediments to success, and corresponding strategies to support students and their success.

TU continually monitors equity issues related to students' educational opportunities and success via internal and external reports and analytics dashboards. TU's interactive dashboards empower users to examine student outcomes for single metrics (e.g., gender) and also for exploring intersectional outcomes (e.g., race/ethnicity and socioeconomic status). Analyses of these data sources have informed multiple institutional initiatives aimed at continually improving the accessibility and equity of TU's educational experiences.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?
Towson University has invested in a centralized Career Center structured to support all TU students via a focus on equity, high-impact career practices, and four foundational concepts of (1) career option awareness, (2) career-ready skill development, (3) facilitated career connections, and (4) access to applied experiences.

The TU Center Career annually provides thousands of students with 1:1 coaching and career assessments, presents hundreds of career skill workshops, curates major/industry-focused online resources, provides exploratory programming such as job shadowing, and connects students to career mentoring via the Tiger Mentor Network. Knowing the importance of building connections with external organizations, the TU Career Center works to cultivate relationships with those who hire students for internships and jobs. The Career Center connects these organizations with students via the Employer Partnership Program, large-scale and boutique career fairs, online recruitment platforms, and networking events. Each academic year, approximately 800 employers recruit on campus and 25,000 more post opportunities on Towson's online career management system.

Recognizing the critical impact of applied experience, TU facilitates for-credit internships, practicums, and clinicals for 6,500+ students each year and directly employs approximately 4,000 students in developmental and paraprofessional roles. With a focus on broad and equitable access, the Career Center works to increase student career awareness and engagement both within and beyond the Center, including numerous technology platforms providing 24/7 access to career education resources and career connections. The TU Career Center's work is framed within a Career Communities model whereby students receive college-specific career coaching and programming powered by the efficiencies of a centralized Career Center. More than 90% of TU's graduating students are employed or continuing their education six months post-graduation, and recent graduates continue to have access to all the Career Center's resources.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
U.S. Department of Education	Fulbright-Hays Program	Partners in Education: Working Together to Enhance the Teaching of Latin America - Peru 2019-2020	99,995	9/2/2019	3/2/2024
U.S. Department of Education	Fulbright-Hays Program	China Experience: Empowering American Public School Teachers to Transform Social Studies Curriculum in Secondary Classrooms	99,586	9/2/2019	3/2/2024
National Security Agency	GenCyber Grants Program	B'More Secure GenCyber Train the Trainer	149,846.96	8/12/2022	8/12/2024
National Science Foundation	AGEP Alliance	The AGEP Alliance State System Model to Trans	119,534	10/1/2018	9/30/2024
National Institute of Standards & Technology	Measurement Science and Engineering (MSE) Research Grant Programs	Standardized DNA Training Curriculum for the United States	173,552	10/1/2023	9/30/2024
National Security Agency	Cyber Scholarship Program	Department of Defense (DoD) Cyber Scholarship Program (CySP) 2023	459,850	9/1/2023	12/1/2024
National Security Agency	NCAE-C in Cybersecurity Education Innovation 2021	The NCAE-C Cybersecurity Curriculum Commission: A Strategic Approach to Building High-Quality, High-Impact Cybersecurity Curriculum for the Nation	3,234,248.40	9/17/2021	12/31/2024
National Science Foundation	NSF Research Experience for Undergraduates	REU Site: Multi-mentored mathematical research experiences for undergraduate students at Towson University	314,634	2/1/2022	5/31/2025
National Oceanic and Atmospheric Administration	FY19 Chesapeake Bay Watershed Education and Training Program	Harbor Scholar Professional Learning Workshop	448,345	6/1/2020	5/31/2025
National Science Foundation	IUSE	Collaborative Research: IUSE: EDU: Curriculum Development for Edge Artificial Intelligence with Hands-on Laboratory	110,165	7/15/2024	6/30/2025
U.S. Department of Education	Fulbright-Hays Program	Partners in Education: Working Together to Enhance the Teaching of Latin America - Peru	99,999	7/1/2021	7/1/2025
National Security Agency	GenCyber Grants Program	B'More Secure GenCyber Train the Trainer	149,739	7/26/2023	7/25/2025
National Science Foundation	S-STEM	Recruiting,Educating, and Graduating a Diverse Community of Mathematicians Through Mentoring, Peer Support, and Undergraduate Research	999,152	2/1/2021	1/31/2026
U.S. Department of Education	Fulbright-Hays Program	Partners in Education: Working Together to Enhance the Teaching of Latin America - Peru	22,500	8/1/2024	1/31/2026
U.S. Department of Education	Fulbright-Hays Program	Partners in Education: Working Together to Enhance the Teaching of Latin America - Peru	134,177	8/1/2024	1/31/2026
U.S. Department of Education	USED FY23 Congressional Funds	Towson University Teacher Workforce Initiative	950,000	6/1/2023	5/31/2026
National Science Foundation	CyberCorps(R) Scholarship for Services (SFS) Defending America's Cyberspace	CyberCorps: Scholarship for Service at Towson University	3,972,413	7/15/2017	6/30/2026

Agency	Program	Project Title	Amount	Start	End
National Science Foundation	PFE: Research Initiation in Engineering Formation (PFE: RIEF)	Research Initiation: Strategies to Coach Near-Peer Mentors to Support First-Year Engineering Students Experiencing Team Conflicts	46,403	7/1/2024	6/30/2026
Institute of Museum and Library Services	National Leadership Grants for Libraries	Students taking Center Stage: Developing a Student-centered Outreach Model for Academic Archives	150,000	8/1/2024	7/31/2026
U.S. Department of Education	FY2021 National Professional Development Grant Program	ELEVATE - Enhancing Literacy for English learners: Valuing Assets through Engagement	2,661,366	9/1/2021	8/31/2026
U.S. Department of Education	Personnel Development to Improve Services and Results for Children with Disabilities	Project LINC: Enhanced Learning through InterdiscipliNary Collaboration	1,092,865.90	10/1/2021	9/30/2026
National Security Agency	2024 GenCyber Grant Call for Proposals Summer Programs 2025	MD GenCyber Coalition: Advancing cybersecurity education and awareness	653,273.78	8/1/2024	12/31/2026
National Science Foundation	IUSE	MD HIRES: Expanding Inclusive Research and Professional Opportunities in Science at Towson University by Creating "Medium Duration, High Impact" Research Experiences	749,947	6/1/2024	5/31/2027
Institute of Museum and Library Services	National Leadership Grants for Libraries	Reconstructing an Unintentional Library: Fueling Community Discussion and Education about the Holocaust using Jewish Cultural Reconstruction Books	249,831	8/1/2024	7/31/2027
National Institutes of Health	NIH Bridges to the Doctorate Program (T32)	Bridges to the Doctorate at Towson University	388,129	8/1/2022	7/31/2027
U.S. Department of Education	CCAMPIS	Towson University CCAMPIS Grant	499,997	10/1/2023	9/30/2027
National Science Foundation	Robert Noyce Teacher Scholarship Program	MADE4STEM: Making a Difference in Education for Science, Technology, Engineering, and Mathematics	1,622,261.00	7/1/2023	6/30/2028
National Institutes of Health	NIH Bridges to Baccalaureate Research Training Program (T34)	Bridges to the Baccalaureate Research Training Program at Towson University	281,495	8/1/2023	7/31/2028

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Towson University (TU) fosters intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. TU is recognized as a leader in community engagement, including entrepreneurial efforts that provide collaborative opportunities between the campus and the larger Maryland community. Our graduates leave with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy and environment of the state, the region and beyond.

VISION

Towson University is a national leader in student-centered education, where students will develop the knowledge, skills and dispositions to become ethical leaders in a global society. Our faculty model the highest values of the scholar-educator, with a steadfast devotion to intellectual rigor and the pursuit of innovative scholarly and creative activities. We embrace our role and responsibilities as an anchor institution for the Greater Baltimore region and the state of Maryland.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Create and maintain a well-educated work force.**

Obj. 1.1 Maintain the annual number of bachelor's degree recipients at approximately 4,100 or higher through FY 2024.

Obj. 1.2 Increase the number of TU students receiving degrees or certificates in teacher training programs to 550 by FY 2024, from 522 in FY 2019.

Obj. 1.3 Increase the number of TU students receiving degrees or certificates in STEM (science, technology, engineering, mathematics) programs to 1,050 by FY 2024, from 993 in FY 2019.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Total enrollment	22,709	21,917	20,856	19,793	19,527	19,401	19,550
Total degree recipients	5,558	5,647	5,486	4,958	4,892	4,520	4,550
Bachelor's degree recipients	4,701	4,628	4,529	4,064	3,986	3,620	3,650
Number of students in teacher training programs	1,117	1,190	1,163	1,106	1,038	1,088	1,133
Number of students receiving degrees or certificates in teacher training programs	509	520	520	500	401	432	445
Percent of students who completed a degree or certificate in a teacher training program and passed Praxis II	98%	93%	87%	90%	91%	88%	89%
Number of undergraduate students enrolled in STEM programs	4,015	3,906	3,759	3,674	3,776	3,825	3,825
Number of graduate students enrolled in STEM programs	730	666	564	540	562	606	600
Number of students graduating from STEM programs	1,057	1,071	977	928	893	905	945

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Obj. 1.4 Increase the number of degrees awarded in nursing to 292 by FY 2024, from 279 in FY 2019.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of qualified applicants who applied to nursing programs	361	429	500	285	277	281	280
Number accepted into nursing programs	262	228	176	151	156	165	180
Number of undergraduates enrolled in nursing programs	796	818	763	649	596	630	625
Number of graduate students enrolled in nursing programs	16	11	4	19	19	16	24
Number of students graduating from nursing programs	316	333	288	233	250	258	274
Percent of nursing program graduates passing the licensing examination	89%	85%	87%	90%	TBD	94%	94%

Goal 2. Promote economic development.

Obj. 2.1 Increase the median earnings of TU graduates, two years after graduation, from $43,615 in FY 2020 to $47,890 in FY 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Median wages for TU graduates employed in all 4 quarters of a year, two years after graduation.	N/A	N/A	$44,054.00	$46,942	$48,748	$52,759	$53,846

Goal 3. Increase access for and success of minority, disadvantaged and veteran students.

Obj. 3.1 Increase and maintain the percent of minority undergraduate students to 50 percent or above by FY 2024, from 43 percent in FY 2019.

Obj. 3.2 Increase and maintain the percent of African-American undergraduate students to 27 percent or above by FY 2024, from 23 percent in FY 2019.

Obj. 3.3 Maintain the ethnic minority undergraduate second-year retention rate at 87 percent or above through FY 2024.

Obj. 3.4 Maintain the African-American undergraduate second-year retention rate at 87 percent or above through FY 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent of minority undergraduate students enrolled	45.4%	47.9%	50.8%	53.1%	56.5%	59.8%	60.0%
Percent of African-American undergraduate students enrolled	24.4%	26.2%	28.7%	30.4%	32.7%	35.5%	36.0%
Second-year retention rate of minority students at TU (or another public university in Maryland)	89.3%	90.3%	87.1%	84.6%	85.8%	86.0%	86.0%

Second-year retention rate of African-American students at TU (or another public university in Maryland)	90.7%	90.3%	89.9%	85.6%	86.0%	87.0%	87.0%

Obj. 3.5 Maintain the ethnic minority undergraduate graduation rate at 75 percent or above by FY 2024.

Obj. 3.6 Maintain the African-American undergraduate graduation rate at 75 percent or above by FY 2024.

Obj. 3.7 Maintain the number of enrolled first-generation undergraduate students at 3,200 or above by FY 2024, compared with 3,344 in FY 2019.

Obj. 3.8 Increase the number of enrolled low-income undergraduate students to 3,700 or above by FY 2024, from 3,681 in FY 2019.

Obj. 3.9 Increase the number of incoming undergraduate veterans and service members to 76 by FY 2024, from 66 in FY 2019.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Six-year graduation rate of minority students from TU (or another public university in Maryland)	75.4%	75.7%	75.2%	72.9%	70.9%	72.0%	72.0%
Six-year graduation rate of African-American students from TU (or another public university in Maryland)	74.9%	78.2%	77.9%	71.9%	71.3%	73.5%	73.5%
First-generation undergraduate students enrolled	3,173	3,010	2,843	2,682	2,621	2,693	2,690
Six-year graduation rate from TU of first-generation students	66.7%	70.4%	69.4%	67.2%	58.8%	64.8%	61.0%
Low-income undergraduate students enrolled	3,677	3,534	3,506	3,314	3,651	3,660	3,660
Six-year graduation rate from TU of low-income students	64.6%	69.8%	66.5%	70.0%	62.1%	64.7%	61.0%
Number of incoming undergraduate veterans and service members	72	60	69	44	31	37	40
[1] Second-year retention rate at TU of veterans and service members	70.8%	56.7%	59.4%	65.9%	80.6%	82.0%	84.0%

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Goal 4. **Achieve and sustain national eminence in providing quality education, research and public service.**

Obj. 4.1 Maintain the second-year retention rate of TU undergraduates at 87 percent or above through FY 2024.

Obj. 4.2 Maintain the six-year graduation rate of TU undergraduates at 75 percent or above through FY 2024.

Obj. 4.3 Maintain/increase the level of student satisfaction with education received for employment at or above 90 percent through FY 2024, from 87 percent in FY 2022.

Obj. 4.4 Maintain the level of student satisfaction with education received for graduate/professional school at or above 90 percent through FY 2024, from 89 percent in FY 2022.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Second-year retention rate of students at TU (or another public university in Maryland)	87.7%	87.3%	86.4%	83.4%	84.7%	85.0%	85.0%
Six-year graduation rate of students from TU (or another public university in Maryland)	75.0%	77.3%	76.6%	74.4%	71.4%	72.0%	72.0%
Percent of employed graduates satisfied with education received for employment (annual survey of graduating seniors)	N/A	86.9%	87.9%	94.4%	95.6%	95.0%	95.0%
Percent of students satisfied with education received for graduate/professional school (annual survey of graduating seniors)	N/A	88.2%	86.5%	94.5%	97.5%	95.0%	95.0%

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Goal 5. **Maximize the efficient and effective use of State resources.**

Obj. 5.1 Maintain or increase expenditures on facility renewal at 2 percent by FY 2024, from 2 percent in FY 2019.

Obj. 5.2 Increase the number of full-time equivalent students enrolled in TU courses delivered off campus or through distance education to 2,500 or above by FY 2024, from 1,830 in FY 2019.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent of replacement cost expended on facility renewal and renovation	1.71%	3.10%	1.05%	1.43%	1.14%	3.27%	2.76%
Full-time equivalent students enrolled in distance education and off-campus courses	2,105	18,109	2,821	2,759	2,641	2,726	2,725

NOTES

[1] TU's Military & Veterans Center (MVC) partnered with TU's Registrar to implement new indicators to track students who are serviced by the MVC. The new indicators went into effect for the fall 2023 term (2024 Est. column in this report).

UNIVERSITY OF BALTIMORE
2024 Performance Accountability Report
September 2024

Mission

The University of Baltimore (UBalt) offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. UBalt has a long history of providing quality, professional undergraduate and graduate education for working adults who aspire to advance in their careers.

Institutional Assessment

UBalt's strategic plan supports the above mission and six strategic priorities below.
Goal 1: Position UBalt as the region's premier professional, career-focused university
Goal 2: Strengthen student success
Goal 3: Solidify UBalt's commitment to community engagement and service
Goal 4: Organize for long-term financial stability
Goal 5: Achieve excellence in research, scholarship, and creative activity
Goal 6: Strengthen UBalt's commitment to diversity, equity, and inclusion.

UBalt's mission and implementation of the strategic plan is consistent with the *2022 State Plan for Higher Education*, and the goals listed below. Specifically, Goals 2, 4, and 5 of UBalt's Strategic Plan align with the Maryland State Plan. The University of Baltimore assesses impact and aligns and revises strategies as appropriate.

State Plan	UBALT Strategic Plan (SP) – Initiatives Aligned with State Plan
Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.	**Goal 2:** Enhance affordability and student financial literacy. **Goal 2:** Evaluate the tuition structure for all programs to ensure market competitiveness. **Goal 2**: Increase need-based financial aid. **Goal 2**: Revise financial aid processes to ensure clarity, consistency, and ease for students. **Goal 2**: Enhance strategic use of funds for improving student outcomes and reducing negative financial impacts on students and the institution. **Goal 3**: Expand engagement with public-school systems to ensure more students are prepared for college (e.g., high school dual enrollments)
Success: Promote and implement practices and policies that will ensure student success.	**Goal 2:** Increase degree completion rates and shorten time to degree. **Goal 2:** Mine academic data to identify and support student success. **Goal 2:** Close gap in educational achievement among all undergraduates. **Goal 2:** Maximize flexible course delivery, enhance winter and summer offerings, and develop multi-semester course schedules. **Goal 2:** Enhance opportunities for awarding credit via transfer institutions, early college admittance, dual high school enrollment and military credit; create a campus-wide structure and institute policies and procedures for awarding Prior Learning credit. **Goal 2:** Develop a strong and proactive approach to academic advising that

State Plan	UBALT Strategic Plan (SP) – Initiatives Aligned with State Plan
	focuses on academic pathways and timely student completion.
	Goal 2: Develop a University-wide initiative to assist students in making prudent financial decisions.
Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.	**Goal 2:** Strengthen excellence in teaching and learning.
	Goal 2: Grow student participation in high-impact practices.
	Goal 4: Reorganize academic structures to better support academic excellence and student success.
	Goal 5: Expand Research, Scholarship, and Creative Activity (RSCA) partnerships and sponsored research with industry, government and community organizations, and other academic institutions.

Guided by our strategic plan and aligned with university and college retention plans, the University of Baltimore continues to make strides in student success and degree completion. We carefully track retention, graduation, attrition, and student success rates of diverse student populations. We use evidence to guide our initiatives and direct and indirect measures to chart our progress. We implement best practices and enhance existing services based on student feedback.

The University of Baltimore has seen gains in all student success measures, achieving several of the objectives outlined in the accompanying MFR.

2022 State Plan for Postsecondary Education		University of Baltimore's Performance Measures	
		Goal 1:	**The University of Baltimore will enhance the quality of learning, teaching, and research.**
Success	📈	**Obj. 1.2**	By 2025, increase to 70 percent or greater first-time attempt passage rate on the Maryland Bar examination.
Success & Access	☑	**Obj. 1.4**	Increase the second-year retention rate of all students to 72 percent and African-American students to 67 percent or greater by 2025.
Success & Access	📈	**Obj. 1.6**	Annually, UB will exceed the national benchmark six-year graduation rate for similar selective institutions of first-time, full-time degree seeking undergraduate students and African-American students.
		Goal 2:	**The University of Baltimore will increase student enrollment in response to State and regional demand.**
Access	☑	**Obj. 2.1**	By fiscal year 2025, maintain the current percentage of minority-student graduates to 55-60 percent of total graduates. Maintain the percentage of African-American undergraduates at approximately 50 percent, and maintain the percentage of economically disadvantaged students at 75 percent or greater.

- Obj 1.2: Law graduates who pass the bar exam on first attempt has increased to 64.5%, up from 61% and the first increase in 3 years.

The law school has made significant financial investments in its Bar Success/Support and Academic Success/Support programs. Starting summer of 2023, the law school administered a

bar grant program. Research had shown that many students were still working or caring full time for dependents during bar preparation period – a time they should ideally be studying full time. Through a competitive process, a select number of applicants received grants to cover expenses so that they could focus on studying. Initial results were extremely positive as grant awardees seriously outperformed their peers and the statewide average. The law school has developed and grown a bar mentorship program during the summer. This program directly connects bar takers to faculty members. Faculty members receive weekly updates on the percentage of the review course students have completed and check in with students to help them stay on track. This ensures bar takers have a support and accountability network. The university expects to reach the 70% bar passage rate in the coming year.

- Obj 1.4: FTFT (first-time full-time students) retention is 76.9%%, up from 63.3%.
- Obj 1.4: FTFT (first-time full-time students) retention for African American students is 69.2%, up from 52%.

Both retention overall and that of our African-American students once again reached our goal of 72% and 67% respectively.   The freshmen retention rate this year of 76.9% is well above the prior average for the freshmen program of 73% and is a gain of more than 13 percentage points over last year. The retention rate of African American students, 69.2%, gained more than 17 percentage points to reach a high not seen since 2021.

- Obj 1.6: The six-year graduation rate for undergraduate students is 49.5%, up from 34.8%.
- Obj 1.6: The six-year graduation rate for African American students is 46.2%, up from 34.6%.

The university has increased the six-year graduation rates for first-time full-time degree seeking undergraduate students and specifically for African American students. While the graduation rates have not yet reached the national benchmark, the graduation rates of the Fall 2017 cohort overall and the subset of African American cohort are both the best in the freshman program's history. The university expects to maintain these successes in the following years. The Fall 2018 cohort's graduation rate is expected to remain at 50% overall and 47% for African American students.

- Obj 2.1: Percentage of African American undergraduates has increased to 51.2, up from 49.1%.
- Obj 2.1: Percentage of economically disadvantaged students enrolled continues to be more than two-thirds of our student body at 75.2%.

The results in Objective 2.1 demonstrate The University of Baltimore's consistent strength in providing higher educational access to Maryland's minority and economically disadvantaged students. This strength will continue.

Two page "Response Subsection" follows below.

1. **In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please**

provide a brief narrative on their impact of those initiatives on completion rates.

In AY2023-24, the University established the Student Success Council that brings together leaders from across the institution to focus on enhancing student success. This holistic approach includes the application of best practices inside and outside the classroom to remove obstacles to retention and to promote engagement, financial empowerment, and academic achievement of our students. The Council unites diverse campus stakeholders in the research, implementation, assessment and continuous improvement of student success practices.

Some examples of initiatives that have been implemented to increase completions rates included a renewed focus on financial aid and financial empowerment resources for our students. The Office of Financial Aid recently launched the online Blackbaud Award Management system to improve access to UB Foundation Scholarships, to streamline the awarding process and to increase the number of recipients. The historical awarding data showed the need for increased awareness of the availability of funds and the need for an easy application process. Additionally, revamped financial aid workshops and a new Financial Aid Awareness Week focused on the new FAFSA were launched. New need-based aid strategies were implemented for undergraduate students as well.

The University expanded its Mandatory Milestone Advising Initiative to Graduate Students. This initiative requires undergraduate students to see an advisor at distinct and critical times in their academic careers (45, 60, and 90 credits). Specific advising syllabi are used at each touch point and include topics such as academic progression, support services, career and internship opportunities, financial aid and graduate school preparation. In fall 2022, this initiative expanded from all undergraduates to include graduate students in specific programs.

2. **Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?**

Transfer students are the core of UBalt's undergraduate student body. Retention and completion rates for this population are measures of our continuous improvement, the results of efforts to increase their success. Through segmentation of the transfer population, it is known that students entering at the lower division are more vulnerable to attrition. The second-year retention rate for lower division transfers over the last five years averages 63.3% while that of upper division transfers averages 74%. Measures aimed at closing that retention gap include advising practices such as milestone advising, investment in professional development for the advising teams, a renewed focus on assessment of their services and improved case management coordination with other student support services. UBalt Connects is a mentorship program designed specifically for incoming lower-division students, encouraging them to self-advocate and engage with the programs and services that will empower them in the design of their academic success.

The University continued to Implement the Grant for Primarily Black Institutions (PBI) and Student Success to support undergraduate student success. Three positions were hired: one to recruit students, another to support them once on campus, and an additional instructional designer to address expanded need and LMS transition and DOJ digital accessibility requirements. In addition, grant dollars are also funding Open Educational Resources (OER), embedded tutors, and software to support students learning in the field of accounting. UBalt also

has implemented a series of transfer student success seminars and student gatherings to create a sense of belonging at the University. Measurement of progress is not limited to retention after enrollment ends. Throughout each enrollment period, advising, program directors, support service leaders, and administrators monitor the enrollment status of those who are eligible to reenroll through a real-time dashboard maintained by Enrollment Management. There, the new lower division students are identified along with any financial or academic obstacles that they may be facing and the campus coordinates support for their reenrollment.

3. **In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?**

Our greatest challenge remains student financial need. Our undergraduate student profile includes a high number of first-generation (52%) and Pell students (58%) and our students need a great deal of aid to make it through their college journey. Our new initiatives related to financial aid and financial empowerment, some of which are described above, are being put in place to help support these students. These initiatives are cross-functional and strategic. They will be assessed within the context of the economic landscape of our undergraduate, graduate and law students' lives.

4. **How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?**

UBalt provides students with opportunities to engage in internships, practicums, professional development workshops and career advising services. The Career and Internship Center maintains a comprehensive platform of programming – career coaching, mock interviews, resume reviews, and etiquette dinners. Last academic year, 42% of undergraduate students proactively reached out to CIC for career coaching requests. The CIC teams, however, do not wait for students to opt-in. They go into the classroom with career readiness and employability-focused services. The CIC teams are integrated within all freshman seminars and mandatory writing courses in which students complete a project-oriented assignment focused on their careers.

The Merrick School of Business has developed an upper-level management course, "Personal and Professional Skills for Business" that ensures all business major students have the strategies and practice for professional behavior, communication and career-building skills. Recognizing the need for public service workers, UBalt has delivered workshops for UBalt staff, a training of the trainers, on how best to support our students through the federal hiring process.

5. **Please use the template attached and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success.**

Please see the attached template for the information requested.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
US Dept. of Education (Subaward from University System of Maryland) Grant Award #P116M230035, CFDA #84.116M	Postsecondary Student Success Grant (PSSG) Program authorized under the Fund for the Improvement of Postsecondary Education (FIPSE)	Maryland ABC's for Student Success: Advising, Belonging, Coaching for Student Success	$ 216,000.00	1/1/2024	12/31/2028

USM - University of Baltimore

The University of Baltimore (UB) provides innovative education in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting. A public university, UB offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service. The University makes excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness; establishes a foundation for lifelong learning, personal development, and social responsibility; combines theory and practice to create meaningful, real-world solutions to 21st-century urban challenges; and is an anchor institution, regional steward and integral partner in the culture, commerce, and future development of Baltimore and the region.

VISION

The University of Baltimore is a leader in the development and dissemination of knowledge in the applied disciplines that form the core of its academic programs. Any qualified Marylander has access to UB's academic programs and services without regard to geographic location, economic means, or other limiting circumstances. UB's students are highly satisfied with their preparation for productive professional lives. The University maintains a lifelong relationship with its graduates and continues to meet their educational needs in a rapidly changing world. Maryland's businesses, governments, and not-for-profit organizations value UB's talents. UB is a major contributor to sustaining mid-town Baltimore as a flourishing urban environment.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **The University of Baltimore will enhance the quality of learning, teaching, and research.**

Obj. 1.1 Through 2025, maintain the percentage of UB graduates employed in their field one year after graduation at a level equal to or greater than 90 percent.

Obj. 1.2 By 2025, increase to 70 percent or greater first-time attempt passage rate on the Maryland Bar examination.

Obj. 1.3 Increase the percentage of students earning credits in at least one learning activity outside the traditional classroom to 75 percent or greater by 2025.

Obj. 1.4 Increase the second-year retention rate of all students to 72 percent and African-American students to 67 percent or greater by 2025.

Obj. 1.5 Increase the percentage of students satisfied with educational preparation for employment to 90 percent, and maintain the percentage of students satisfied with educational preparation for graduate or professional school at least at 95 percent through 2025.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
[1] Percentage of graduates employed one year after graduation (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
[2] UB law graduates who pass the Bar exam on first attempt	73.2%	73.6%	69.6%	60.9%	64.5%	70.0%	70.0%
Students earning credits outside of traditional classroom	100.0%	58.9%	74.4%	72.0%	71.8%	70.0%	70.0%
Second-year retention rate at UB (or another public university in Maryland): All students	86.8%	77.5%	67.7%	63.3%	76.9%	75.0%	77.0%
Second-year retention rate at UB (or another public university in Maryland): African-American students	85.0%	80.0%	57.7%	52.0%	69.2%	70.0%	73.0%
[1] Student satisfaction with education received for employment (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
[1] Student satisfaction with education received for graduate or professional school (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

USM - University of Baltimore

Obj. 1.6 Annually, UB will exceed the national benchmark six-year graduation rate for similar selective institutions of first-time, full-time degree seeking undergraduate students and African-American students.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Six-year graduation rate from UB (or another public university in Maryland): All students	41.1%	33.6%	38.0%	34.8%	49.5%	50.0%	50.0%
Six-year graduation rate from UB (or another public university in Maryland): African-American students	39.9%	25.9%	26.7%	34.6%	46.2%	47.0%	47.0%

Goal 2. The University of Baltimore will increase student enrollment in response to State and regional demand.

Obj. 2.1 By fiscal year 2025, maintain the current percentage of minority-student graduates to 55-60 percent of total graduates. Maintain the percentage of African-American undergraduates at approximately 50 percent, and maintain the percentage of economically disadvantaged students at 75 percent or greater.

Obj. 2.2 Through 2025, maintain the percentage of UB STEM (science, technology, engineering, mathematics) graduates employed in Maryland at 90 percent or greater.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percentage of minority students, including African Americans, who graduate from UB	52%	54%	56%	56%	56%	56%	56%
Percentage of African-American undergraduates	46.8%	46.7%	47.8%	49.1%	51.2%	51.2%	51.2%
Percentage of economically disadvantaged students	71.1%	70.2%	74.2%	76.3%	75.2%	75.0%	75.0%
[1] Percentage of STEM graduates employed in Maryland (triennial survey)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Goal 3. The University of Baltimore meets community, business, government, and not-for-profit needs in the Baltimore metropolitan area and Maryland.

Obj. 3.1 Increase UB's entrepreneurial revenues to 7 percent a year or greater over 2022 levels through 2025 and maintain the percentage of research dollars coming from federal sources to no less than 30 percent or greater by 2025.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Entrepreneurial revenues per year	$105,483	$7,870	$7,155	$27,045	$29,503	$27,829	$27,829
Number of federal awards	6	7	7	6	8	8	8
Percentage of research dollars from federal sources	60.0%	54.0%	53.0%	42.4%	40.0%	40.0%	40.0%

NOTES

[1] The triennial survey is no longer in use.

[2] 2023 data is estimated because it is reported on a calendar year basis.

UNIVERSITY OF MARYLAND, BALTIMORE

MISSION

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

INSTITUTIONAL ASSESSMENT

INSTITUTIONAL IDENTITY:

The University of Maryland, Baltimore (UMB) is the State's public academic health and law university devoted to professional and graduate education, research, patient care, and public service. UMB is largely funded by entrepreneurial activity, particularly sponsored research and patient care. Because of its mission and funding sources UMB faces unique challenges and opportunities, such as disruptions in clinical practice revenue due to possible future pandemics. Simply stated, the University of Maryland, Baltimore's mission is to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.

MARYLAND STATE PLAN FOR POSTSECONDARY EDUCATION:

Each goal and related objective(s) within the University of Maryland, Baltimore Managing for Results plan addresses one or more of the strategies articulated in the 2022 Maryland State Plan for Higher Education. The linkages between the eleven State Plan strategies and the University of Maryland, Baltimore's MFR objectives are identified in the Institutional Assessment.

SIGNIFICANT TRENDS:

<u>Students and Employees:</u> UMB represents 'highest education' in Maryland. All of the state's baccalaureate institutions, public and private, serve as feeder schools. As might be expected given the nature of the institution, UMB students across all of the schools and disciplines are at the very top of their respective fields of undergraduate study. Students also remain through graduation (UMB's graduation rate is the highest in Maryland) and go on to prestigious employment, residencies or post-doctoral fellowships.

Enrollment in fall 2024 was 6,637, a decrease of 30 or 0.4% compared to the previous year's 6,667. Official enrollment is consistent with the headcount projection of 6,665 provided to the University System Board of Regents in February 2024. Compared to last fall, increased enrollments occur in the Master of Social Work program and the Physician Assistant master's program. Decreases occur in master's programs in Medical Cannabis Science and Therapeutics and Palliative Care, the Master of Science in Nursing program, and the professional doctoral program in Day Law. Reduced enrollments in the undergraduate Medical & Research Technology program reflect the planned closure of this program as of spring 2026.

Graduate and professional students account for 86% of campus enrollment. The enrollment of African – American students is 21% of the student body. There were 8,206 employees in fall 2023 of whom 795 were graduate assistants and post-doctoral fellows. Compared to the previous year, the number of faculty and staff increased 2%.

Revenues: Total campus revenues increased from $375.8 million in fiscal year 1997 to $1,568.6 million in fiscal year 2025, an average of 5.2% per year. The average annual increase in State general funds and Higher Education Investment Funds (HEIF) over the same period was only 4.2%. As a result, these state appropriations represent 23% of overall revenues for fiscal year 2025. Based on the fiscal year 2024 appropriation, UMB was funded at approximately 72% of its funding guidelines, below the public higher institution average of 78%.

In most programs, resident tuition and fees increased 3% or less for fiscal year 2025, and overall tuition and fee revenues constitute only 11% of the total budget. Contract, grant and clinical revenues account for 45% of the UMB budget. Although the campus has been very aggressive and successful in its ability to attract additional grants and contracts, revenues from grants and contracts and tuition and fees will not be enough to address the campus' fiscal imperatives. UMB has a relatively small student body and cannot meet fiscal obligations through increased tuition revenue. Meeting the obligations using other revenue sources is unsatisfactory because grants and contracts are variable, are restricted in nature, and largely cannot be used to address the basic funding needs of the campus. As mentioned previously, funding guidelines have recognized the underlying funding needs of the campus and provide a clear indication that additional State general fund support is needed for UMB to retain top ranked status as a public research university.

INSTITUTIONAL ASSESSMENT:

Goal 1 – Enhance UMB's standing as a major contributor to Maryland's highly qualified health, legal, and human services workforce and position UMB as a university of research strength, innovation, and entrepreneurship and that is "open for business" with the business community.

Objective 1.1 – Through fiscal year 2024 increase or maintain the number of undergraduate nursing, professional practice doctorate and professional master's graduates at a level at least equal to the 2019 level of 1,363. State Plan Priority 5

The total number of graduates from these combined programs decreased for 2024. Growth in the production of undergraduate nursing and professional practice programs was offset by a decline in the production of professional master's graduates. Overall, the number of graduates for 2024 exceeds the 2019 benchmark by almost 200, or nearly 15%. UMB is uniquely positioned to increase graduate enrollment and thus educate more faculty and research scientists for the nursing schools in the University System of Maryland and the State. In addition to a continued commitment to providing undergraduate nursing education at the Universities at Shady Grove,

UMB now enrolls and educates professional doctoral nursing, professional pharmacy master's, social work, and dental hygiene students at the Montgomery County location.

Objective 1.2 – Increase total research and development (R&D) expenditures for UMCP and UMB reported by the National Science Foundation (NSF) from $1,016 million reported in FY 2019 to $1,187 million in FY 2024. State Plan Priority 8

As part of the Strategic Partnership formed between the University of Maryland, Baltimore and the University of Maryland, Baltimore, beginning in FY 2019, expenditures reported to the National Science Foundation through the Higher Education Research and Development Survey were combined to reflect the true standing of these institutions as leading public research universities. As of fiscal year 2024, these combined expenditures of $1,385 million exceed the fiscal year 2019 baseline by nearly 17%.

Objective 1.3 – Through fiscal year 2024 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing cumulative active licenses / options, disclosures received, and new patent applications filed above 2019 levels. State Plan Priority 8

The performance indicators supporting this objective are taken from UMB's responses to the annual licensing survey conducted by the Association of University Technology Managers. The number of cumulative active licenses and options issued, and new patent applications filed for fiscal year 2024 are below the range of previously reported activity. The number of disclosures received increased 26% compared to the previous year. Overall, as of fiscal year 2024 these performance indicators did not exceed the fiscal year 2019 benchmarks.

A primary strategy underway to improve performance in technology transfer is University of Maryland Ventures, a new joint effort between UMB and UMCP. The program called for the two schools to create teams of individuals to help both schools increase the commercialization of their research programs. The teams focus on developing and refining ideas for boosting intellectual property, patent submission, technology transfer and community outreach efforts for university researchers. University of Maryland Ventures also helps UMB realize greater returns in the technology transfer market by streamlining the licensing process, which has been a barrier to entry not easily navigated by local technology companies.

Objective 1.4 – Through fiscal year 2024 increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2019 level of 11. State Plan Priority 5

Data for this indicator are taken from the report, *The Top American Research Universities*, prepared by the Lombardi Program on Measuring University Performance. At 16, the number of UMB faculty with National Academy memberships or nationally recognized awards reported for 2024 surpasses the level reported for previous years and exceeds the 2019 benchmark.

Goal 2 - Develop students who demonstrate personal, professional and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community,

and in their chosen professions after graduation and enhance UMB's commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically-sound teaching.

Objective 2.1 – Through fiscal year 2024 maintain a minimum 90 percent graduation rate within 150 percent of time to degree for each principal professional program. State Plan Priority 6

The success rate of students enrolled in the principal professional programs at UMB is uniformly high, although the day law, pharmacy, and social work programs reported rates below 90% for 2024. In fiscal year 2024, 100% of students graduated from the Doctor of Dental Surgery and Doctor of Physical Therapy professional programs.

Objective 2.2 – Through fiscal year 2024 maintain a first-time licensure exam pass rate for each principal professional program of at least 95 percent. State Plan Priority 5

The licensure exam pass rate for first time test takers ranges between 74% and 100% for 2024. Graduates in two programs achieved an improvement in the pass rate for their respective licensing exams compared to the previous year.

Objective 2.3 – Through fiscal year 2024 maintain an average debt of graduating students not exceeding the 2019 level. State Plan Priorities 1, 2

The continued lack of State funded grant and scholarship assistance continues to force many graduate and professional students to finance a significant share of their cost of education. UMB continues to be committed to increasing funding for institutional grants and scholarships at a rate no less than the increase in tuition. Although no programs reported lower average graduating student debt for 2024 compared to the previous year, two programs reported average debt of graduating students less than 2019 levels.

Tuition affordability is very much a concern at the University. UMB doesn't benefit from enrollment initiatives that provide state support in lieu of tuition increases for undergraduate in-state students. Graduate and professional students comprise a considerable share of enrollment, so UMB receives negligible tuition replacement funds.

Objective 2.4 – Through fiscal year 2024 increase the enrollment of students educated entirely online compared to 2019 levels. State Plan Priority 8

UMB has been rapidly expanding the number of degree and certificate programs delivered entirely online as well as the number of courses delivered online for traditional programs, resulting in continued increases in this indicator. In 2020 almost 24 percent of students were educated entirely online during the fall semester based on documented instructional modality. Online instruction remained high in 2021 due to a continued reliance on temporary arrangements necessitated by the COVID-19 pandemic but returned to pre-pandemic levels for 2022. A decline in enrollment in a relatively large program as it returned to sustainable enrollment levels resulted in a 17% decrease in the number of students educated entirely online for 2023. Data for 2024 is not yet available.

Objective 2.5 – Through fiscal year 2024 maintain high rates of graduate employment and educational satisfaction compared to 2019. State Plan Priority 5

UMB has conducted a survey of recent graduates from its three undergraduate programs every three years as initiated by the Maryland Higher Education Commission. Survey results for 2023 indicated a higher employment rate (100%) and a lower satisfaction level with education (68%) compared to 2020. The survey will next be conducted in 2026.

Goal 3 – Position UMB as the model for meaningful collaboration in education and research in healthcare and human services with other institutions in the USM and the state.

Objective 3.1 – Through fiscal year 2024 increase enrollments in joint professional programs and programs at regional education centers compared to 2019 levels. State Plan Priorities 4, 8

The University of Maryland, Baltimore substantially increased enrollment at The Universities at Shady Grove, averaging close to 1,000 students for several fall semesters. In fall 2019 the School of Pharmacy launched a new Master of Science in Medical Cannabis Science and Therapeutics to provide students with the knowledge and skills needed to support patients and the medical cannabis industry, add to existing research in the field, and develop well-informed medical cannabis policy. Initial enrollments in this program surpassed expectations but reduced demand has resulted in lower but sustainable enrollment levels as of fall 2023. Enrollments in undergraduate and doctoral nursing and social work programs remain strong. Overall, fall 2024 enrollments exceed the 2019 benchmark by 19%.

Goal 4 – Leverage UMB's standing as a Baltimore City anchor institution to provide its surrounding communities with meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for individual and community empowerment.

Objective 4.1 – Through fiscal year 2024, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2019. State Plan Priority 7

In July 2015 the University System of Maryland Chancellor affirmed the system's participation in Governor Larry Hogan's Maryland Unites: Day of Service campaign. The campaign allows USM employees to use four hours of paid leave to contribute their service to a non-profit organization of their choice. UMB identified several coordinated service projects to which employees may contribute their time, but eligible employees are free to volunteer with any accredited nonprofit organization in Maryland. Data is not available for this initiative.

Objective 4.2 – Through fiscal year 2024, increase the number of days that faculty spend in public service with Maryland's governments, businesses, schools, and communities compared to the level reported for 2019. State Plan Priority 8

A core cadre of UMB faculty has and will continue to pursue public service as its primary mission. Reported days in public service has ranged between 9.0 and 10.2 per faculty member over the period. The 9.6 days per faculty member reported for 2024 exceeds the 2019 benchmark.

Goal 5 – Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.

Objective 5.1 – By fiscal year 2024 attain annual campaign goal of $88.5 million a year. State Plan Priority 8
Objective 5.2 – By fiscal year 2024 increase or maintain combined university endowments from all sources at a level at least equal to the 2019 level. State Plan Priority 8

More than $100 million was secured during fiscal year 2018, but perhaps influenced by changes in tax policies that may have discouraged gifting, only $76.8 million was received for fiscal year 2019. In spite of economic challenges precipitated by the COVID-19 pandemic since 2020, $95.7 million was raised in fiscal year 2021, increasing to $103.3 million for fiscal year 2022. Fundraising totals attained for fiscal year 2023 were substantially less, but fiscal year 2024 attainment essentially reached the five-year target.

Growth in the combined endowments from the Common Trust, the UMB Foundation, the UM Foundation and the Trustees of the Endowment has been robust since fiscal year 2015. Since then, UMB sustained six years on a solid footing, and realized a remarkable 22.8% gain for fiscal year 2021. Fiscal year 2022 endowments increased another 5.2% to $613.6 million but contracted by 1% for fiscal year 2023. Substantial investment returns boosted the combined endowments over 7% for fiscal year 2024, exceeding the fiscal year 2019 benchmark by more than $200 million or 45%.

Through these times, UMB's endowments have fared better than those at many other higher education institutions. Future investment strategies will be carefully considered to limit the downside potential of subsequent economic aberrations. Nonetheless, due to unpredictable economic conditions future investment returns may substantially vary from projections.

Goal 6 – Position UMB internally and externally as an excellently managed university, utilizing best business practices to achieve greater efficiency and effectiveness and managing its resources for the greatest impact on its mission.

Objective 6.1 – Through fiscal year 2024 attain annual cost savings of at least 3% of the total budget based on enhanced efficiency and effectiveness. State Plan Priority 8

The annual cost savings as a percent of actual budget has ranged between 1.0% and 2.0% over the period of fiscal year 2016 through fiscal year 2024. Various cost saving strategies implemented include consolidation of administrative support, improvements in central billing and credit card processing, reduced documentation redundancy, better training on business process, policies and systems, and implementation of policies, standards and initiatives for appropriate information technology service delivery and cost management.

<u>Objective 6.2</u> – Through fiscal year 2024 decrease or maintain annual operating expenditures per adjusted full-time equivalent student (FTES) to no more than the level reported for 2019. <u>State Plan Priority 8</u>

Annual operating expenditures per adjusted full-time equivalent student ranged between $63,718 and $77,041 before 2021. Strategies to decrease costs include increased delivery of programs and courses through non-traditional means such as distance education, more efficient utilization of classroom space, and course redesigns associated with the academic transformation initiative. Beginning in 2021 a revised approach to allocating expenditures related to pensions and other postemployment benefits resulted in a substantial increase in the operating expenditures reported per adjusted full-time equivalent student. Expenditures per student increased 6% for fiscal year 2022 compared to the previous year and were essentially unchanged for fiscal year 2023. Expenditures per student increased more than 8% for fiscal year 2024. About half of this increase was due to higher operating expenditures whereas the other contributing factor was lower enrollments in professional programs.

ADDITIONAL QUESTIONS:

1. In reviewing your institutional metrics regarding completion, what specific initiatives are your institution implementing to increase completion rates? Please provide a brief narrative on the impact of those initiatives on completion rates.

The University of Maryland, Baltimore is a largely graduate and professional institution, with only 14% of students enrolled as undergraduates in three upper-division programs. Therefore, much of the focus on completion has involved improving services for graduate and professional students. Over the last ten years, UMB averages a 91.1% graduation rate (150% time to degree) for undergraduate students and between 84.1% to 98% depending on discipline for professional and graduate students. UMB is engaged in several strategic projects that are aimed at enhancing student success, guided by our strategic plan and aligned with university retention and student success plans. Recent initiatives demonstrate UMB's commitment to advancing student success and degree completion by supporting student mental health, multilingual learners, and students' access to financial aid.

<u>Student Mental Health</u>: The University of Maryland, Baltimore Student Counseling Center (SCC) has implemented several initiatives to improve wraparound mental health services to support students and their success. Incoming and returning students receive an email at the beginning of the academic year describing SCC services and how to access these resources. The informational email is a best practice recommendation from the Education Advisory Board (EAB) Mental Health Collective. The SCC provides both in-person and telehealth counseling and psychiatry services to students (must be located in the state of Maryland to receive telehealth). The expansion of services to include telehealth appointments during the COVID-19 pandemic increased utilization of SCC services for students who previously had barriers to attending in-person services. Approximately 60% of SCC appointments are provided via telehealth. During the 2023-2024 academic year, the no-show rate for appointments was 3.1%,

lower than the no-show rate before telehealth services were offered (2018-2019, no show rate was 5.1%).

UMB tracks the impact of this initiative on retention and completion by collecting annual data about students' experiences with SCC services. For the 2023-2024 academic year, 75% of respondents reported that "My academic performance would have suffered more if I had not received services through the SCC." For the 2022-2023 academic year, 86% of respondents agreed with this statement. Additionally, the Student Counseling Center utilizes a measure of students' symptoms (Counseling Center Assessment of Psychological Symptoms – CCAPS) including academic distress, which has been shown to negatively correlate with retention. During the 2023-2024 year, 88% of counseling center clients reported reduced academic distress after receiving services at the SCC. Due to confidentiality laws and International Association of Counseling Services (IACS) standards, mental health records of students are separate from students' academic records, so the Student Counseling Center is unable to track students who take a LOA, withdraw from, or return to UMB.

Multilingual Learners: UMB has implemented several initiatives for multilingual learner student success. The UMB Writing Center and the School of Nursing Student Success Center at Shady Grove both have staff members with expertise in working with multilingual learners and can tailor their individual consultations with students to address specific needs that are common with multilingual learners. The School of Social Work has purchased Grammarly-Premium for their PhD students, many of whom are multilingual learners. This provides support to students given that these students take courses that require considerable amounts of writing and must complete dissertations. The UMB Writing Center has developed a comprehensive curriculum for writing consultants that includes content on evidence-based practices for working with multilingual writers.

At present, there are limited analyses to track retention and completion for multilingual students including the impact of single student success interventions designed for a small cohort of multilingual students. A workgroup composed of faculty and staff representatives from the UMB Office of International Services, the UMB Writing Center, and the Schools of Nursing, Social Work and Medicine will review and identify gaps in existing data regarding multilingual learners on the campus, survey students and faculty regarding services for multilingual learners and produce a report with recommendations about how to advance supports for multilingual learners on the campus.

Financial Aid Outreach Activities: The University Student Financial Aid office works with all UMB schools and programs to raise awareness of the Free Application for Federal Student Aid (FAFSA). The office provides updates on the availability of the form and the types of aid students may be eligible to receive upon completing it. The team participates in both in-person and virtual sessions during the fall and spring semesters and takes part in the campus Open House, which gives prospective students access to information about all UMB programs. These outreach efforts and individual interactions with current and prospective students help ensure that students receive their financial aid offers in a timely manner.

UMB has a goal to decrease student loan borrowing. With our undergraduate population, this goal can be achieved by encouraging undergraduate degree completion students who are Pell grant eligible to complete the FAFSA. By increasing the number of federal Pell grant recipients, UMB also increases the probability of receiving an increase in its federal share of the Supplemental Education Opportunity Grant (FSEOG) Funds. Pell grant recipients are eligible to receive up to $4,000 in the FSEOG funds which provides in some cases a total grant of $11,000 in federal funds. UMB has not conducted analyses on student retention, however, there is data on how the initiative has increased of FSEOG funding. Over the past two years the amount of federal Pell grants awarded to UMB students increased from $1.2 million to $1.6 million annually.

2. Does your institution have specific goals regarding the success of transfer students? How have these goals been identified and how are they measured?

Because the University of Maryland, Baltimore is a largely graduate and professional institution, only 14% of students are enrolled as undergraduates in three programs. All of these programs are upper division, meaning that all newly enrolled students are effectively transfer students from other four-year institutions, or come to UMB after completing a course of study at a two-year institution. In contrast, most graduate and professional students enrolled in UMB programs do not transfer in but have successfully completed four-year or graduate degree programs at other institutions.

Across undergraduate and graduate levels, UMB has a transparent transfer credit policy which describes pro-forma document requirements and acceptability of transfer credit. Schools and programs may have their own individual criteria and retain discretion as to the acceptance of transfer applicants. Some schools, such as the School of Medicine, do not consider transfer applicants whereas other schools accept transfer students with their own requirements. For example, the Carey School of Law requires applicants have completed two semesters in the Juris Doctor program at another ABA-approved law school if it is not exclusively online.

The university has a clear policy for assessing prior experiences in military training, coursework, and education for enrollment in a baccalaureate degree program. Schools and programs require non-native English speakers to demonstrate English language proficiency on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo English Test. International students who earned prior degrees outside the United States may be required to submit a course-by-course evaluation performed by a credential evaluation service accredited by the National Association of Credential Evaluation Services (NACES).

Regarding specific goals for and measuring the success of transfer students, within the undergraduate nursing program students are required to maintain a 2.5 minimum GPA throughout the program of study. The GPA is checked at the end of every academic semester. Students who do not meet the minimum are placed on academic probation and required to meet with their advisor to establish an academic success plan. The advisors implement the plan the following semester. Students are given two semesters to improve their GPA or risk dismissal. Advisors educate the students on the requirements to get off academic probation and continue

their plan of study. In addition, advisors explain to students the ramifications of withdrawing from a course, course failure, and course repeat.

The undergraduate dental hygiene program has a defined curriculum. Each student is required to successfully complete courses each semester to progress to the next semester. Students are also required to complete specific clinical skill competencies and demonstrate adequate clinical skills to progress to the next semester. In the medical and research technology program, mandatory pre-requisites are examined, and students need a 3.0 GPA for admission. If their GPA is below 3.0, they may be admitted on a part-time basis. The graduation benchmark is a cumulative GPA of at least 2.0 or "C" average.

Within the undergraduate nursing program, course faculty, program directors, and advisors conduct targeted outreach to students. The director of advising meets weekly with program directors to make them aware of at-risk students. Faculty send notifications to advisors of any student who receives below a 70% on an assessment. Advisors then reach out to these students to request a one-on-one meeting. Subsequent follow up occurs until the student makes an appointment. Students are met with regularly and connected to academic services such as tutoring and learning labs and are educated on consequences of course failure. All dental hygiene students are provided feedback during clinical activities and academic feedback throughout each semester as well as scheduled meetings with their advisor at midterm and at the end of each semester. Medical and research technology students are informed by their quiz, test scores and laboratory assignment scores. If they are less than 70%, they receive automatic counseling.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

UMB regularly monitors educational outcomes for its underrepresented minority students. An analysis of one-year progression rates for undergraduate students in the 2-year nursing, dental hygiene, and medical and research technology programs over the past three years show that, although the progression rates across individual cohort years for some groups reflect wider variance due to the smaller size of the starting cohorts, the average progression for the last three years across most gender, race, and ethnicity groups was nearly 90%.

When school leaders identify challenges with retention, graduation, transfer, and placement rates, they consider several potential actions that follow a consistent pattern: (1) understand the problem, (2) develop solutions, and (3) implement changes and assess outcomes. In terms of understanding the problem, UMB relies on timely data to identify likely causes. For example, the institutional effectiveness office helps schools parse their data to identify student-level characteristics (e.g., type of previous institution, demographics, first-generation status) that may be at play.

If students across a range of academic achievement levels are not retained, then the issue is possibly something beyond academics. Once the problem is understood, solutions can be developed, frequently resulting from various forms of collaboration. Within schools, the faculty, staff, students, alumni, employers, and other stakeholders work together to develop promising

strategies and meaningful initiatives. Often these solutions center around regular communication with students about available personal and academic support services and describing opportunities for enhancing success.

At the campus level, solutions could include annual workshops during which best practices are shared, particularly relating to ways to improve retention, graduation, and placement rates. Finally, in terms of implementing changes and assessing outcomes, UMB regularly collects and analyzes program- and school-level data to track progress and identify areas requiring further improvement. For instance, a campus-wide assessment reporting and improvement program serves as an easily accessible way to assess whether programs are remaining on track or need to consider additional solutions. This last phase represents UMB's way of closing the loop between problem identification and solution implementation.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (e.g. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

UMB students have high rates of post-graduation employment and placement. While the schools invest heavily in their students throughout their academic life, their concern and care extend well past graduation. Assistance with access to job listings, interview preparation, resume creation, document review, and evaluating offers is offered to students during their enrollment as part of career development. Offered to all students, staff members in UMB Student Affairs and the Grid provide professional development support in collaboration with the schools through programming focused on resume-building, interviewing, public speaking, and salary negotiation.

The schools of law, social work, nursing, and pharmacy, as well as the graduate programs in the life sciences have career centers or "job ready" programs. The School of Dentistry provides career support to students in the form of faculty mentorship, elective courses which provide additional information about specialty disciplines, post-graduate program application support and general guidance, and other educational programming. In the School of Medicine (SOM), the MD's "match day" ensures that each graduate has a placement. The success of these various programs is apparent to applicants and enrolled students on sites such as the SOM webpage which lists all residency matches, School of Pharmacy listing of matches and fellowship recipients, and Carey School of Law's (CSOL) posting of employment outcomes for each class.

Professionalism is a key tenet of education at UMB as students in the professional schools must be prepared to interact effectively with patients and clients during their programs and in post-completion placements. Intercultural Leadership and Engagement (ILE) offers several free, campuswide opportunities for the development of professionalism skills and cultural competencies. Students can apply for the President's Symposium and White Paper Project, in which student fellows, who are selected from a competitive pool of applicants, co-author a white paper, making recommendations to UMB leadership on an issue that impacts the UMB community. ILE opportunities also include online "micro-courses", and a co-curricular micro-credential curriculum structured around UMB's core values. Students interested in advancing

their knowledge and practice in this area may pursue multiple options for leadership training in the School of Graduate Studies.

Individual schools have distinct definitions and standards for professionalism, often drawn from the codes of conduct of their associated professional organizations, their accrediting bodies, and societal expectations for the profession. Each school incorporates the ideals of professionalism into its curriculum and student handbooks and codes differently. For example, SOM includes the teaching of professionalism skills specific to the field of medicine in a series of Practice of Medicine courses taken longitudinally in years one to three and as a one-month rotation in year four. CSOL's required course in the legal profession examines the activities and responsibilities of the lawyer and the lawyer's relationship with clients, the legal profession, the courts, and the public. Additionally, CSOL hosts a Leadership, Ethics and Professionalism initiative that offers students opportunities to participate in co-curricular educational events designed to develop leadership skills and to foster an understanding of ethical and professional conduct in the context of legal practice.

USM - University of Maryland, Baltimore Campus

MISSION

To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.

VISION

The University of Maryland, Baltimore Campus (UMB) will excel as a pre-eminent institution in our missions to educate professionals; conduct research that addresses real-world issues affecting the human condition; provide excellent clinical care and practice; and serve the public with dedication to improve health, justice, and the public good. The University will become a dominant economic leader of the region through innovation, entrepreneurship, philanthropy, and interdisciplinary and inter-professional teamwork. The University will extend our reach with hallmark local and global initiatives that positively transform lives and our economy. The University will be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion. The University's pillars of professionalism are civility, accountability, transparency, and efficiency. The University will be a vibrant community where students, faculty, staff, visitors, and neighbors are engaged intellectually, culturally, and socially.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Enhance UMB's standing as a major contributor to Maryland's highly qualified health, legal, and human services workforce and position UMB as a university of research strength, innovation, and entrepreneurship and that is "open for business" with the business community.

Obj. 1.1 Through fiscal year 2024, increase or maintain the number of undergraduate nursing, professional practice doctorate, and professional masters' graduates at a level at least equal to the 2019 level of 1,363.

Obj. 1.2 Increase total research and development (R&D) expenditures for UMCP and UMB reported by the National Science Foundation (NSF) from $1,016 million reported in FY 2019 to $1,187 million in FY 2024.

Obj. 1.3 Through fiscal year 2024 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to mission by increasing cumulative active licenses or options, disclosures received, and new patent applications filed above 2019 levels.

Obj. 1.4 Through fiscal year 2024, increase or maintain nationally recognized memberships and awards to UMB faculty at a level at least equal to the 2019 level of 11.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Graduates: Undergraduate Nursing (BSN)	396	389	392	408	418	440	430
Professional Practice Doctorate: Dentistry (DDS)	132	125	134	125	129	128	139
Law (JD)	189	202	209	197	247	201	202
Medicine (MD)	166	151	149	140	142	141	135
Nursing (DNP)	108	133	141	141	156	129	129
Pharmacy (PharmD)	155	135	118	104	93	89	70
Physical Therapy (DPT)	61	66	65	66	70	68	71
Prof. Practice Doctorate Total	811	812	816	773	837	756	746
Professional Masters (MS)	162	338	393	419	306	308	362
Total R&D Expenditures, as reported by NSF (millions)	1,097	1,103	1,142	1,228	1,385	1,450	1,500
Grant/contract awards (millions)	686	689	654	659	632	644	650
Cumulative number of active licenses or options	228	251	244	198	196	205	207
Disclosures received	158	127	126	87	110	125	140
New patent applications filed	86	62	60	57	47	67	67
[1] Number of nationally recognized memberships and awards	13	12	12	13	16	15	15

USM - University of Maryland, Baltimore Campus

Goal 2. **Develop students who demonstrate personal, professional, and social responsibility and who acquire the skills and experiences needed to succeed at UMB, in the community, and in their chosen professions after graduation and enhance UMB's commitment to students through its mission of teaching and learning excellence by providing the infrastructure for the advancement of scholarly and pedagogically-sound teaching.**

Obj. 2.1 Through fiscal year 2024, maintain a minimum 90 percent graduation rate within 150 percent of time to degree for each principal professional program.

Obj. 2.2 Through fiscal year 2024, maintain a first-time licensure exam pass rate for each principal professional program of at least 95 percent.

Obj. 2.3 Through fiscal year 2024, maintain an average debt of graduating students not exceeding the 2019 level.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Graduation Rate within six years from University of Maryland, Baltimore (or another public university in Maryland)							
Dentistry (DDS)	97.7%	99.2%	98.5%	96.9%	100.0%	98.0%	98.0%
Law Day (JD)	92.0%	88.6%	88.4%	87.4%	88.0%	88.0%	88.0%
Medicine (MD)	91.1%	95.0%	95.7%	92.5%	92.3%	92.3%	92.3%
Nursing (BSN)	97.0%	96.4%	94.0%	92.0%	92.8%	92.8%	92.8%
Pharmacy (PharmD)	96.2%	96.8%	93.2%	88.2%	84.6%	84.6%	84.6%
Physical Therapy (DPT)	100.0%	95.1%	92.3%	95.6%	100.0%	95.0%	95.0%
Social Work (MSW)	94.5%	90.1%	87.0%	86.5%	86.2%	86.2%	86.2%
First Time Exam Pass Rate							
Dentistry (ADEX)	99.0%	96.0%	99.0%	100.0%	93.0%	93.0%	93.0%
Law (Maryland Bar)	80.0%	86.0%	84.0%	86.0%	79.0%	79.0%	79.0%
Medicine (USMLE Step 2 CK)	98.0%	100.0%	99.0%	100.0%	100.0%	100.0%	100.0%
Nursing BSN (NCLEX)	87.0%	87.0%	87.0%	79.0%	81.0%	81.0%	81.0%
Pharmacy (NAPLEX)	87.0%	91.0%	87.0%	89.0%	84.0%	84.0%	84.0%
Physical Therapy (NPTE)	85.0%	85.0%	89.0%	92.0%	74.0%	74.0%	74.0%
Social Work (LGSW)	85.0%	82.0%	82.0%	82.0%	83.0%	83.0%	83.0%
Professional Student Average Debt							
Dentistry (DDS)	$256,074	$293,570	$305,358	$294,763	$300,761	$300,761	$300,761
Law Day and Evening (JD)	$123,144	$127,584	$121,680	$123,730	$129,124	$129,124	$129,124
Medicine (MD)	$181,746	$167,048	$184,683	$177,286	$185,417	$185,417	$185,417
Nursing (MS,CNL,DNP)	$92,412	$83,293	$104,882	$106,808	$109,890	$109,890	$109,890
Pharmacy (PharmD)	$101,967	$163,717	$165,745	$168,683	$188,645	$188,645	$188,645
Physical Therapy (DPT)	$139,037	$131,759	$110,385	$108,961	$119,354	$119,354	$119,354
Social Work (MSW)	$39,031	$62,479	$58,655	$59,782	$65,531	$65,531	$65,531

USM - University of Maryland, Baltimore Campus

Obj. 2.4 Through fiscal year 2024, increase the enrollment of students educated entirely online compared to 2019 levels.

Obj. 2.5 Through fiscal year 2024, maintain high rates of graduate employment and educational satisfaction compared to 2019.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Headcount enrollment of students educated entirely online	1,686	1,708	1,302	1,079	-	-	-
Employment rate of undergraduates	95%	N/A	N/A	100%	N/A	N/A	0.95
Graduates' satisfaction with education (Nursing)	88%	N/A	N/A	68%	N/A	N/A	0.90

Goal 3. **Position UMB as the model for meaningful collaboration in education and research in healthcare and human services with other institutions in the USM and the State.**

Obj. 3.1 Through fiscal year 2024, increase enrollments in joint professional programs and programs at regional education centers compared to 2019 levels.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Enrollment – Fall Headcount							
Joint Professional Masters							
MS in Law (with UMCP)	15	13	15	15	15	15	15
Universities at Shady Grove							
Nursing	356	435	407	475	464	445	445
Social Work	171	179	156	174	198	190	190
Pharmacy	28	1	-	1	3	0	0
Other Programs	403	489	435	278	201	234	199
Total Shady Grove	958	1,104	998	928	866	869	834
Laurel College Center	0	0	0	0	0	0	0

Goal 4. **Leverage UMB's standing as a Baltimore City anchor institution to provide its surrounding communities with meaningful and sustainable educational, employment, and economic opportunities that serve as a catalyst for individual and community empowerment.**

Obj. 4.1 Through fiscal year 2024, increase the Days of Service for UMB employees through UMB Supports Maryland Unites compared to the level reported for 2019.

Obj. 4.2 Through fiscal year 2024, increase the number of days that faculty spend in public service with Maryland's governments, businesses, schools, and communities compared to the level reported for 2019.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of days in public service per full-time faculty member	9.5	9.0	10.2	10.2	9.6	10.0	10.0

USM - University of Maryland, Baltimore Campus

Goal 5. Continue to develop a culture of giving at UMB that supports the strategic needs of the university and its schools.

Obj. 5.1 By fiscal year 2024, attain annual campaign goal of $88.5 million a year.

Obj. 5.2 By fiscal year 2024, increase or maintain combined university endowments from all sources at a level at least equal to the 2019 level.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Campaign giving, annual (millions)	$79.3	$95.7	$103.3	$80.7	$88.3	$85.0	$85.0
Endowment, annual (millions)	$474.6	$583.1	$613.6	$607.5	$651.6	$694.6	$740.3

Goal 6. Position UMB internally and externally as an excellently managed university, utilizing best business practices to achieve greater efficiency and effectiveness and managing its resources for the greatest impact on its mission.

Obj. 6.1 Through fiscal year 2024, attain annual cost savings of at least 3 percent of the total budget based on enhanced efficiency and effectiveness.

Obj. 6.2 Through fiscal year 2024, decrease or maintain annual operating expenditures per adjusted full-time equivalent student (FTES) to no more than the level reported for 2019.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Annual cost savings as a percentage of actual budget	1%	2%	2%	1%	1%	1%	1%
Operating Expenditures per Adjusted FTES	$77,041	$98,352	$104,221	$104,864	$113,906	$110,000	$110,000

USM Core Indicators

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Total enrollment (undergraduates)	878	898	930	978	961	957	957
Percent minority of all undergraduates	52%	56%	58%	68%	69%	69%	69%
Percent African-American of all undergraduates	20%	24%	24%	32%	32%	32%	32%
Total bachelor's degree recipients	420	415	410	429	433	456	443
Percent of replacement cost expended in operating and capital facilities renewal and renovation	1%	1%	1%	2%	2%	2%	2%
Applicants to undergraduate nursing programs	814	744	890	911	798	794	800
Qualified applicants to undergraduate nursing programs denied admission	49	23	0	42	26	3	0

NOTES

[1] 2023 data is not yet available.

[2] The most recent "actual" year data is an estimate.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY (UMBC)
MISSION

UMBC is a dynamic public research university integrating teaching, research and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility and lifelong learning.

INSTITUTIONAL ASSESSMENT

Fall 2024 is marked by extensive self-study and planning at UMBC, as we continue our Middle States Reaccreditation work in preparation for the spring 2026 evaluation visit, launch efforts to renew our Carnegie Community Engaged Campus designation, and embark on a new strategic planning process. We continue to focus on the three goals of the Maryland State Plan for Postsecondary Education – Access, Success and Innovation. Most importantly, we focus on people – our community, state, and world.

Student Access. UMBC is proud to be a Minority Serving Institution (MSI), designated an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) by meeting the threshold of 10% of domestic students identifying as Asian American. To date, UMBC has not met the eligibility thresholds for the needy student requirement but has successfully submitted an exemption request each year based on our support of students typically underrepresented in higher education – underrepresented minorities, first-generation students, and low-income students. The programs, initiatives, supports and services offered to our students, and our ability to assess and demonstrate their efficacy, have allowed us to seek renewal of MSI status each year successfully and, per the published USDE Eligibility Matrix, make us eligible for the Strengthening Institutions Program (SIP). Comparative enrollment data by demographic characteristics are presented in Table 1 (Goal 4, M401, M402). As of fall 2024, minorities comprise 65.2% of undergraduates [Obj. 4.1 (M402)], reflective of the state of Maryland per the 2020 Census count of 53% non-white, and placing UMBC considerably higher than the average of its peers and other Maryland four-year institutions exclusive of HBCUs.

Table 1. UMBC Headcount Enrollment - Overall and New Undergraduate Students								
	Undergraduate		Graduate		First-Year First-Time		New Transfer	
	F23	F24	F23	F24	F23	F24	F23	F24
Total	10,490	10,767	3,658	3,139	1,977	2,241	776	790
Minority	63.5%	65.2%	21.5%	24.7%	68.2%	69.6%	61.5%	60.5%
URM	33.2%	34.8%	13.2%	15.0%	32.4%	35.7%	38.4%	38.5%
Int'l	4.6%	4.8%	55.5%	51.2%	4.7%	5.2%	3.5%	5.1%
SOURCE: REX - Student Term Table								
Created by UMBC IRADS, September 2024.								

We've enrolled our largest ever first-year first-time cohort in fall 2024, yet continue to struggle enrolling new transfers from our community-college partners. UMBC recognizes the importance of the transfer student population at our institution and their growing importance to our enrollment success. In 2022-2023, the SEP Strategy Group was established to move forward the initiatives associated with our Strategic Enrollment Plan of 2020. New/revised initiatives out of the Strategy Group included Transfer Pathways and Articulation / Partnerships, aimed to galvanize the various transfer-student focused activities across campus to create a coordinated effort of support, with a focus on increased community college engagement. Under this initiative, we've initiated 28 program-to-program articulation agreements since fall 2022, which should bolster transfer student enrollment in the future. The UMBC Transfer Success Committee, a campus-wide committee, was also established to inventory existing transfer support resources, examine best practices for delivery of services to this population, leverage data to identify transfer student's unmet needs and monitor and assess ongoing transfer focused initiatives. Some of these efforts include: 1) the funding and hiring of a pre-transfer advisor in Enrollment Management; 2) the Transfer Success Committee's Transfer Thrive initiative, a guide and training for faculty and staff working with transfer students; and 3) the establishment of the Transfer Engagement Achievement Mentorship Program (TEAM) dedicated to the success of Black male transfer students. Our Transfer Central portal provides detailed information about the transferability of prior coursework and runs scenarios for how prior coursework can be maximized for degree completion at UMBC. This tool improved the admissions team's success in engaging prospective transfers during the pre-enrollment process. The Transfer Student Network (TSN) offers monthly 1:1 mentor check-ins, free events and trips, and special student transfer workshops.

This fall, UMBC entered into a new partnership with College Track, a college completion program that supports low-income students in their pursuit of a college degree. In this program, scholars leverage a 10-year integrated program to confront systemic barriers and become the first in their family to earn a bachelor's degree, utilizing that degree to launch into a meaningful career. We are excited that College Track sought out UMBC as one of its inaugural partners for their anticipated new location in Baltimore City.

Student Success. A retention rate of 90.4% exceeds our 2025 goal [Obj. 5.1 (M502)], as does a six-year graduation rate of 77.8% [Obj. 5.2 (M504)]. Internal graduation rates remain relatively stable, with four- and six-year rates of 47.2% and 69.7% for full-time FYFT students starting in fall 2019 and 2017, respectively. Compared to our peers, our relatively narrow program base can hamper efforts to enhance retention and graduation rates. UMBC has focused on academic initiatives designed to expand the number of programs available, particularly in high student interest areas such as STEM education, data science, and cybersecurity, as well as adding a Multidisciplinary Studies Track in the Individualized Study program. A discussion of initiatives designed to positively impact student completion are discussed in MHEC prompt number one at the end of this document.

Diversity & Inclusion. UMBC continues its vigorous efforts to attract and support minority students. The Meyerhoff Scholars Program, now over 1,600 strong, is a national model for increasing diversity among future leaders in science, technology, engineering and related fields. UMBC is the number one producer of African American undergraduates earning doctorates in

the natural sciences and engineering. The College of Engineering & Information Technology's (COEIT) Center for Women in Technology (CWIT) is a vital partner in increasing the recruitment and retention of women and other underrepresented groups in technology programs at UMBC. In addition, UAA's Academic Opportunity Programs (AOP) office provides resources and support to students traditionally underrepresented in post-secondary education through programs such as the First Generation Network, the Louis Stokes Alliance for Minority Participation, and TRIO McNair Scholars Program. AOP also oversees UMBC's Upward Bound programs, designed to promote the development and enhancement of high school students' basic skills, by providing academic and cultural enrichment, and the motivation necessary to matriculate at and graduate from college.

UMBC has been a member of the University Innovation Alliance (UIA) since 2021. UIA is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates, particularly low-income students, first-generation students, and students of color in the United States. UIA projects include Data Equity Training delivered by We All Count; $45K in grant funding to pilot UIA Degree Completion Grant Playbook and to explore the use of asset-based language in award notification; our Black Student Success Initiative (BSSI), focused on Black, male, STEM, transfer students; and, Process Mapping training, focused on training to facilitate mapping of key administrative functions and operations impacting the student experience (i.e. advising, transfer credit evaluation).

In fall 2023, as part of our UIA program, UMBC engaged with the National Institute for Student Success Engagement (NISS) to identify and resolve institutional barriers to equity and college completion. This fall, we are addressing four areas designated for improvement: 1) standardizing advising systems, protocols, training, and practices for professional and faculty advisors to ensure students receive consistent, proactive support across all advising units, academic departments, and schools by establishing an Academic Advising Council; developing common, mandatory training; and, standardizing the use of technologies across advising units; 2) coordinating student communications to prioritize and direct information to students in a timely, proactive, and personalized manner by inventorying current student communications; standardizing university communications in critical areas related to enrollment and academic success; and, using data to target and personalize communications, with focused content sent in a proactive manner; 3) systematically leveraging academic outcome data as part of an institutional strategy to identify and remedy courses with high DFW rates, assess course sequencing and program design, and improve strategic course scheduling; and 4) strengthening the financial support of students through the better use of financial data, collaboration across units, and proactive and timely outreach to students. UMBC will join up to five other institutions in a cohort-based implementation of these initiatives over the next year. Participation in this free NISS initiative comes with grant funding up to $200,000.

The one-year African American student retention rate is slightly higher than the overall population (92.8% vs. 90.4%)1 [Obj. 4.2 (M403) vs. Obj. 5.1 (M502)]. And although the African American graduation rate was lower than the overall rate (75.8% vs. 77.8%) for fall 2017 cohorts [Obj. 4.3 (M404) and 5.2 (M504], the internal rate, or percent graduating from UMBC, was closer (67.0% for African Americans, compared to 69.7% overall), indicating that non-Black students are less likely to graduate elsewhere in Maryland if they leave UMBC. Efforts to improve retention and graduation rates, described in the previous section, are expected to yield benefits for all of our students, including African American students. In addition, work on our

Black Student Success Initiative (BSSI) continues our mission to understand and improve the experience of our Black undergraduate student population.

Student Learning Outcomes. The Hrabowski Fund for Innovation continues to support, via a competitive process, innovations in teaching and learning proposed and developed by our faculty and staff. Eleven awardees' innovations in AY 2023-2024 included (a) seed grants such as "Ethical Applications of Generative AI to Teaching and Assessment in Science and Humanities Coursework; A Guide for Educators" and "Lost in Translation: A Computer Science Transfer Data Exploration" and, (b) implementation and research grants such as "Increasing Visual Literacy with Collaborative Foraging, Annotation, Curation, and Critique" and "Balancing Innovation and Ethics: Incorporating LLMs into First-Year Writing Instruction." Since fall 2012, the fund has supported over 70 instances of course redesign and novel approaches to teaching and learning and assessment.

Career Services collects student outcomes six months from graduation via the First Destination Survey (FDS) (see Goal 1, M101-107). The latest survey found that 69.2% of students are employed within six months of graduation. Measures 106 and 107 indicate the percent of all students (92.8%) and African American students (93.2%) from the class of 2023 were employed and/or enrolled or planning to enroll in graduate studies. These numbers are driven, in part, by the percentage of both groups enrolling in graduate studies (M104 and M105). Comprehensive services provided by our Career Center include career counseling; resume reviews; mock interviews; and networking events, career fairs and employer meet-and-greets that give students direct access to alumni and potential employers. In AY 2023-2024, 6,356 unique students and alumni engaged with Career Services, which facilitated 723 employer visits and posted 76,965 job, internship, and research opportunities from 7,224 unique employers. Nearly 1,100 students enrolled in our applied learning practicum courses. And, Career Services manages the Maryland Technology Internship Program, which is funded by the State of Maryland and helps Maryland retain top tech talent by increasing the number of paid technical internships offered in the state. More about what UMBC does to support the career goals of our students can be found in the response to MHEC prompt #4 below.

UMBC's General Education program prepares undergraduate students for success in their academic majors and professional pursuits and for life as informed, responsible citizens of the 21st century. It provides a solid academic foundation in four broad areas (Arts and Humanities, Mathematics and Sciences, Social Sciences, and Language and Culture), addressed through the distribution requirements, and includes two required writing courses. In addition, to ensure that students develop and master certain fundamental skills and intellectual habits of the mind, all crucial skills for employability, all general education courses are required to address one or more of the following functional competencies, as adopted by MHEC for colleges and universities in Maryland: Oral and Written Communication, Scientific and Quantitative Reasoning, Critical Analysis and Reasoning, Technological Competency, and Information Literacy. Many of our programs are regularly updated with input from industry advisory boards, ensuring that courses stay relevant to evolving workforce needs.

Faculty Accomplishments. Faculty members comprise the core of a research university, and UMBC faculty have distinguished themselves this year by receiving awards, fellowships, scholarships, and endowed chair appointments. Examples include USM BOR faculty awards, NEH fellowships, ACE fellows, Fulbright awards, and NSF CAREER Awards. We have far exceeded our 2025 goal of $135,000 in total federal research and development (R&D)

expenditures in Science and Engineering (S&E) per full-time faculty [**Obj. 6.1 (M601)**] at $200,444 in FY 2024.

UMBC has been recognized by U.S. News Best Colleges as a national leader in undergraduate teaching, and our faculty continue to invest in pedagogical innovation. Our Faculty Develop Center (FDC) supports instructors in using evidence-based inclusive teaching practices designed to help all UMBC students learn and succeed. The FDC offers communities of practice to provide faculty with collegial support and ongoing conversation around teaching and learning, as well as tools and resources for the assessment of student learning outcomes. Many of our faculty are engaged in funded research that is specifically focused on student success, as outlined in the attached appendix.

Faculty Recruitment and Retention. Though new faculty hires were aggressively pursued, and outstanding new faculty members recruited, promoted, and tenured over the past several years, the net number of core faculty has grown slowly. Due to ongoing budget constraints, most recruitment efforts were devoted to filling faculty vacancies. Retention is a serious concern as faculty members increasingly achieve national and international recognition. We continue to lose faculty to universities offering higher salaries, lower teaching loads, more research support, and other prerequisites. While our Carnegie Classification as Research Very High (R1) should aid recruitment, about 20 percent of our tenured faculty are retirement eligible, challenging our ability to maintain the current number of tenured and tenure-track faculty. We must continue balancing expenditures on recruiting new faculty with expenditures supporting current faculty and other university needs.

Notwithstanding these challenges, UMBC remains committed to recruiting, retaining, and advancing a diverse and inclusive faculty, recognizing the importance of having a faculty profile that reflects the diversity of our student population. Numerous initiatives support this work:
Breaking the M.O.L.D. (Mellon/Maryland Opportunities for Leadership Development): a leadership development program designed in partnership between UMBC, UMCP, and Morgan State University, to diversify higher ed leadership with tenured arts and humanities colleagues. M.O.L.D., supported by a $3.1M Mellon Foundation grant, focuses on women faculty and Black, Hispanic, and American Indian/Alaska Native faculty. Cohort #2, for 2023-2024 included seven UMBC faculty members. **NIH First Grant**: UMBC and the University of Maryland School of Medicine received the NIH First Grant, a five-year, $13.7 million grant to enhance the recruitment and training of a diverse cohort of junior faculty with a strong commitment to diversity, equity, and inclusion. Funding is through the NIH Common Fund Faculty Institutional Recruitment for Sustainable Transformation program, founded to support efforts to hire groups of diverse, early-career research faculty. The grant enabled UMBC to hire four faculty members, each of whom has cross-campus appointments at both institutions.
UMBC-STRIDE: a faculty-led peer education committee, which uses campus-wide focus conversations and individual search committee/departmental consultations, to support the efforts of search committees, departments/programs, and colleges to recruit, retain, and promote diverse faculty and foster more inclusive and equitable academic spaces for our faculty peers.

UMBC is also the lead institution for two grants to develop state-system approaches to diversifying faculty. The first, a $1.5M NSF grant "The AGEP PROMISE Academy Alliance State System Model to Transform the Hiring Practices and Career Success of Tenure Track Historically URM Faculty in Biomedical Sciences" has been used to develop, implement, study, evaluate, and disseminate a USM-wide model for diversifying faculty in biomedical science. The

grant builds on the success of UMBC's Postdoctoral Fellows for Faculty Diversity and the CNMS Pre-Professoriate Fellows programs, which provide two-year residencies designed to increase faculty diversity by supporting promising new Ph.D. recipients and postdocs for possible tenure track appointments. Nine of the first ten postdoctoral fellows in the PROMISE Academy program that started between 2019-2022 (so have had the full two years of fellowship) are now tenure track faculty; six retained in the USM (two at UMBC). In the second grant initiative, UMBC is leading the expansion of the AGEP PROMISE Academy Alliance work to the national level through a $10M NSF Eddie Bernice Johnson INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP). The new funding allows for the PROMISE Academy Alliance to grow within USM, expanding to seven institutions, and also to broaden to all NSF-supported STEM disciplines. Of the eight PROMISE Academy Fellows that started in 2023, three are already in tenure track positions within just one year of their fellowship. We are onboarding six new Fellows in USM in Fall 2024. In addition, UMBC and other PROMISE Academy institutions within USM are assisting system offices and campuses within three other state systems in replicating similar models. In the 2023-2024 academic year, UMBC welcomed one new fellow in Cohort VII of the Postdoctoral Fellowship for Faculty Diversity and they are continuing into their second year of fellowship. Two additional Cohort VII fellows joined us in Summer 2024 after deferring a year. As of Fall 2024, ten former Fellowship for Faculty Diversity scholars and four former Pre-Professoriate Fellows are tenure-track faculty at UMBC. Two Fellowship for Faculty Diversity alumni are now tenured associate professors.

Resources and Economic Development. The expertise of UMBC's faculty, staff, and students leads to economic growth. Through our Technology Center and Research Park, we created 1,425 jobs in FY 2024 [**Obj. 3.2 (M302)**]. The bwtech@UMBC Research Park features Cyber, GovTech, and BioTech Incubators, and houses over 130 companies and organizations, employing nearly 1,900 people and generating over $700M in labor income and business sales. We graduated eight companies from our incubator programs in FY 2024 [**Obj. 3.1 (M301)**]. A further indicator of UMBC faculty members' contributions to technology development is the number of invention disclosures. We reported a three-year rolling average of 24.3 invention disclosures in FY 2012, compared to 35.7 as of FY 2024 [see **Obj.3.3 (M303)**].

MHEC Prompts
1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates. UMBC's Academic Success Center (ASC) provides centralized support services to all undergraduate students in the areas of Academic Learning Resources, Academic Policy and Academic Advocacy. Services provided include (a) Tutoring (content tutoring for all first- and second-year courses and writing tutoring for any course), (b) Supplemental Instruction Peer-Assisted Study Sessions (SI PASS) (weekly review sessions for historically difficult courses), and (c) individual academic success meetings to connect students with campus resources. In September 2023, the ASC gained the Learning Center of Excellence designation from the International College Learning Center Association (ICLCA). There are only four other institutions in the world with an active designation of excellence from ICLCA. With five years under its belt, the ASC has tutored 7,314 students in a

total of 51,248 tutoring visits. Over 57,800 SI PASS student contact hours were completed with 7,828 students attending these sessions. Academic Advocates (AAs) connected with 5,084 students, while Academic Peer Advocates connected with over 5,400. In 2023-2024, UMBC added a Director of Academic Advocacy position, overseeing four Senior Academic Advocates, two focused on first-time in college students in their first and second years, and two focused on all UMBC students in their third through fifth year. In terms of outcomes, 86% of the fall 2023 first-time students connected with an AA persisted into the spring semester. Other initiatives have been designed to increase student engagement. Academic Engagement and Transition Programs, under the Division of Undergraduate Academic Affairs (UAA), coordinates multiple initiatives including Dawg Days: Jumpstart (summer & winter bridge program), seminars targeting FYFT and transfer students, and UNIV academic transition courses. Living Learning Communities focus on students' common intellectual interests, and the Discovery Scholars LLC for students exploring their academic interests in the first year. Several initiatives to enhance the student experience and support student success combine technological innovation and best practices. These easy-to-use resources include the Degree Planner, an interactive tool used to create a customized degree plan; the Degree Donut, a personalized visualization that students use to monitor degree progress; and The Guide coaching tool used to facilitate advising and timely registration. The multi-year implementation of the Salesforce CRM platform to support recruitment, admissions, student success, and alumni relations continues to progress.

2. *Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?* Our undergraduate cohort table, used for tracking student success, includes all new degree-seeking students and tracks them for 17 terms. We monitor transfer student retention and graduation rates in the same way that we monitor rates for first-year first-time students, disaggregating the data by FT/PT status, transfer institution type, and academic level when entering UMBC. Although we do set specific goals or targets, we seek to maintain or improve the success rates of these students. Many initiatives are dedicated specifically to or include transfer student success. The ASC's Academic Advocacy Program specifically focuses on outreach to first-time and transfer students. For 2023-24, 91% of all transfer students connecting with an AA in the fall persisted into the next semester. The Transfer Equity Initiative (TEI) engages faculty as transfer champions through applied learning experiences with prospective transfer students. The TEI cultivates classroom pedagogies that support/engage incoming transfer students, focusing on community college transfers. Finally, as part of the University Innovation Alliance, our Black Student Success Initiative (BSSI) focuses on Black, male, STEM, transfer students. (UIA STARS https://uia.umbc.edu/uia-projects/).

3. *In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?* Female generally outperform male students in terms of retention and graduation rates, in part attributable to the gendered nature of program enrollments. There are also differences by race/ethnicity, especially among transfer students. The overall 4-year graduation rate for transfer students at UMBC is 61.8%; with Asian-identifying students at 68.5%, Latinx-identifying students at 66%; white-identifying students at 61.2%; and Black-identifying students at 53.0%. When we break these data down further, the largest gap in retention and graduation of our transfer students is Black-identifying, male students in STEM majors. In researching these differences, we found fewer Black transfer students enter with 30-59 credits and GPAs of 3.5 to

4.0 (12%) versus non-Black transfer students (25%). Additionally, we found Black STEM students with transfer GPAs of 3.0 to 3.9 have higher DFW rates in their first UMBC math course compared to non-Black transfer students in those GPA bands. We've begun implementing several strategies to mitigate these inequities and encourage success for Black male STEM transfers. We've launched the UIA Black Student Success Initiative (BSSI) with UIA STARS (Students Transferring and Redefining Success), a cohort-based learning model promoting collaborative learning and group-based activities. UIA STARS enroll in a special section of UMBC's Transfer Seminar UNIV 301 course, a one-credit course for transfer students in their first year at UMBC, which supports academic success. This course incorporates university resources, support services, career advice, academic planning and scholarships, connecting students with the greater campus community and providing support resources throughout their UMBC experience. UIA STARS are also required to engage in math study groups, mentorship opportunities and social activities. Each student receives a $1,000 participation scholarship award ($500 per semester). We also have an Off-Campus Student Services-managed Black Male Transfer Student Initiative.

*4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provid*e? UMBC is committed to equipping our students with the skills, knowledge, and experiences necessary to excel in today's competitive job market. We achieve this through a combination of rigorous general education and academic programs, experiential learning, and industry engagement. High-impact practices and applied learning are central to our commitment to student success. With 81% of bachelor degree recipients engaging in experiences such as research, student teaching, internships, co-ops, service-learning, and study abroad, students have numerous opportunities to apply classroom knowledge to real-world challenges. Capstone projects and civic education initiatives further enhance students' ability to apply their learning in real-world contexts, engage with their communities, and understand their roles as active citizens. Undergraduate research offers students the chance to work on cutting-edge projects alongside faculty, sharpening their analytical and problem-solving skills. To further enhance students' employability, UMBC offers micro credentials in specific skill areas, such as leadership, project management, or data analysis. Badges are awarded upon completion of verified learning experiences and can be shared with employers as a demonstration of a student's competencies in key areas.

The effectiveness of UMBC's approach is reflected in the strong outcomes of our graduates. Six months post-graduation, 93% of all degree recipients are employed or pursuing further education. Internships play a crucial role in securing employment, with 45% of undergraduates who are employed having interned or worked for their current organization while at UMBC. Additionally, 90% of bachelor degree recipients are in positions directly related to their career goals, highlighting UMBC's success in preparing students to achieve their professional aspirations.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
NIH	U-RISE	Undergraduate Research Training Initiative for Student Enhancement *5-year renewal submitted and pending to start 4/1/2025	$ 7,309,566	4/1/2020	3/31/2025
NIH	G-RISE	Graduate Research Training Initiative for Student Enhancement	$ 5,914,067	5/1/2022	4/30/2027
NIH	STEM BUILD 2.0@UMBC	Building Infrastructure Leading to Diversity (BUILD) Initiative Phase II	$ 11,787,099	9/26/2014	6/30/2025
NSF	NRT:ICARE	NRT: Interdisciplinary Consortium for Applied Research in Ecology and Evolution (ICARE)	$ 2,822,789	9/1/2019	8/31/2025
NIH	NIGMS	Graduate Training at The Chemistry Biology Interface	$ 263,193	7/1/2023	6/30/2025
NIH	UMFIRST	University of Maryland FIRST Program Admin, Eval, Faculty Core	$ 4,563,979	9/1/2023	6/30/2025
NIH	EDUCATE	Educating Diverse Undergraduates for Careers in Addiction/Substance Research via Training Experiences	$ 1,100,221	6/1/2020	5/31/2025
NSF	COLLABORATIVE RESEARCH	Collaborative Research: Institutional and Community Transformation for Teaching and Learning Quantitative Reasoning in the Biological Sciences	$ 1,433,475	10/1/2018	9/30/2024

NSF	NSF 19-601 Improving Undergraduate STEM Education: Education and Human Resources	Collaborative Research: Transforming Undergraduate Mathematics Teacher Preparation using the PrimeD Framework	$ 999,549	7/1/2020	6/30/2025
Institute of Education Sciences, U.S. Department of Education	Using Longitudinal Data to Support State Education Policymaking	IES SLDS: Using Maryland SLDS to Strengthen and Diversify the Teacher Workforce through High School to Career Pathways	$ 966,892	9/1/2024	8/31/2027
Institute of Education Sciences, U.S. Department of Education	R305C180025-19 Action 5	The School Choice Policy Research Center: A National Research Partnership to Improve School Choice for Disadvantaged Students	$ 184,017	9/1/2018	8/31/2024
Institute of Education Sciences, U.S. Department of Education	R305A200261	Literacy, Numeracy and Problem-Solving Skills in Technology-Rich Environment in the STEM-related Subbaccalaureate Programs in the United States	$ 1,398,747	7/1/2020	6/30/2025
NSF	NSF00122	A Community of Transfer Scholars for Inclusive Tech Education (T-SITE3)	$ 788,625	2/1/2022	1/31/2027
NSF	NSF0136	BPC-DP: PeerSIST: Peer Support for IS Transfer Students - NSF BPC grant to support a peer mentoring program for transfer students majoring in Information Systems.	$ 294,726	10/1/2022	9/30/2024
NSF	NSFR0113/ NSFP0113	REU Site: Biochemical, Environmental, and MOlecular Research in Engineering (BEMORE)	$ 389,826	9/1/2021	8/31/2025
NSF	00012684	UMBC CyberCorps Program Renewal and Building Research-Based SFS Relationships between Community Colleges and Four-Year Schools	$ 842,504	9/1/2018	8/31/2025
NS(Pcost)	NSFP0004	UMBC CyberCorps (PCOST)	$ 4,145,569	9/1/2018	8/31/2025

NSF	NSF0186/ NSF186P	Beginnings: Active and Immersive Learning of Post-Quantum Cryptography for Diverse STEM Students	$	999,461	7/15/2024	6/30/2027
US Berkley	UNIV0196	Undergraduate Data Science at Scale (UDSS)	$	248,245	10/1/2022	9/30/2024
NSF	NSF 00186	CAREER: Teaching to Empower with Learning Analytics for College Students by College Students	$	294,989	7/1/2024	6/30/2029
US Dept of Education	McNair	University of Maryland, Baltimore County McNair S	$	611,961	10/1/2022	9/30/2027
US Dept of Education	Upward Bound	UMBC Upward Bound - Baltimore County	$	1,350,364	9/1/2022	8/31/2027
US Dept of Education	Upward Bound Math Science	UMBC Upward Bound Math Science Center - Baltim	$	1,143,491	9/1/2022	8/31/2027
US Dept of Education	Talent Search - Dundalk Cluster	UMBC Talent Search - Dundalk Cluster	$	1,386,870	9/1/2021	8/31/2026
US Dept of Education	Talent Search - Landsdowne Cluster	Educational Talent Search - Lansdowne Cluster	$	1,386,870	9/1/2021	8/31/2026
Social Security Administration	RDRC	Promoting Equity in Social Security Programs across the Lifespan: A Research Consortium on Retirement, Health and Disability	$	2,150,774	9/30/2023	9/29/2028

USM - University of Maryland Baltimore County

MISSION

University of Maryland Baltimore County (UMBC) is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

VISION

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Prepare students for work and/or graduate/professional school.**

> **Obj. 1.1** Increase the employment rate of UMBC graduates six months from graduation from 61 percent in fiscal year 2020 to 70 percent in fiscal year 2025.
>
> **Obj. 1.2** Increase the percentage of bachelor's degree recipients satisfied with the preparation for employment from 75 percent in reporting year 2022 to 80 percent in Survey Year 2025.
>
> **Obj. 1.3** Maintain the percent of bachelor's degree recipients enrolled or planning to enroll in graduate/professional school six months following graduation at 25 percent or higher.
>
> **Obj. 1.4** Maintain the percentage of bachelor's degree recipients satisfied with the preparation for graduate/professional school at 85 percent or higher.

USM - University of Maryland Baltimore County

Obj. 1.5 Increase the percent of UMBC's bachelor's degree recipients employed and/or enrolled or planning to enroll in graduate/professional school within six months of graduation from 87 percent in fiscal year 2020 to 90 percent in fiscal year 2025.

Performance Measures (Triennial Measures)	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Employment rate (full or part-time) of bachelor's degree recipients within 6 months of graduation	68.6%	61.3%	65.4%	65.8%	69.2%	67.0%	69.0%
Percent of bachelor's degree recipients satisfied with education received for employment	N/A	N/A	74.6%	74.6%	73.0%	75.0%	75.0%
Percent of bachelor's degree recipients enrolled or planning to enroll in graduate/professional school within six months of graduation	19.3%	25.6%	23.2%	24.7%	23.7%	25.0%	25.0%
Percent of African-American bachelor's degree recipients enrolled or planning to enroll in graduate/professional school within six months of graduation	23.9%	31.4%	30.8%	26.6%	26.9%	25.0%	25.0%
Percent of bachelor's degree recipients satisfied with education received for graduate/professional school	N/A	N/A	84.5%	81.9%	82.7%	85.0%	85.0%
Percent of bachelor's degree recipients employed and/or enrolled or planning to enroll in graduate/professional school within six months of graduation	87.8%	86.9%	88.6%	90.5%	92.8%	90.0%	90.0%
Percent of African-American bachelor's degree recipients employed and/or enrolled or planning to enroll in graduate/professional school within six months of graduation	88.6%	87.3%	91.9%	93.0%	93.2%	90.0%	90.0%

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Goal 2. Increase the estimated number of UMBC graduates in key State workforce areas.

Obj. 2.1 Increase the number of students completing teacher training at UMBC and available to be hired by Maryland public schools from 53 in fiscal year 2020 to 75 in fiscal year 2025.

Obj. 2.2 Increase the estimated number of UMBC bachelor's degree recipients in science, technology, engineering, mathematics (STEM) fields - areas that are key to success in the knowledge economy for the State of Maryland - from 1,450 in fiscal year 2020 to 1,500 in fiscal year 2025.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of undergraduates in teacher training programs	104	98	65	82	51	60	65
Number of post-bachelor's students in teacher training programs	157	181	144	120	138	114	114
Number of undergraduates completing teacher training program	23	29	25	26	22	25	25
Number of post-bachelor's students completing teacher training program	30	40	55	63	50	50	55
Percent of undergraduate teacher candidates passing Praxis II or National Teachers Examination (NTE)	100%	100%	100%	100%	100%	100%	100%
Percent of post-bachelor's teacher candidates passing Praxis II or NTE	100%	100%	100%	100%	100%	100%	100%
Number of undergraduates enrolled in STEM programs	6,658	6,561	6,596	6,552	6,481	6,648	6,650
Number of baccalaureate graduates of STEM programs	1,452	1,465	1,456	1,389	1,293	1,275	1,270
Rank in STEM bachelor's degrees awarded compared to peer institutions	2nd	2nd	2nd	2nd	2nd	2nd	2nd

Goal 3. Promote economic development.

Obj. 3.1 Maintain through 2025 the number of companies graduating from UMBC incubator programs each year at six or more.

Obj. 3.2 Maintain through 2025 the number of jobs created through UMBC's Technology Center and Research Park at 1,460 or more.

Obj. 3.3 Increase the three-year average of invention disclosures reported by UMBC's Office of Technology Development from 34.7 in fiscal year 2020 to 35 in fiscal year 2025.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Companies graduating from UMBC incubator programs	6	8	6	7	8	6	6
Number of jobs created by UMBC's Technology Center and Research Park	1,460	1,460	1,480	1,485	1,425	1,475	1,500
Three-year average number of invention disclosures	34.67	35.00	35.33	34.00	35.67	33.37	33.67

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Goal 4. Enhance access and success of minority students.

Obj. 4.1 Increase the percentage of African-American undergraduate students from 19.0 percent in fiscal year 2020 to 20.0 percent in fiscal year 2025.

Obj. 4.2 Maintain a second-year retention rate of African-American students at 90 percent or greater through fiscal year 2025.

Obj. 4.3 Maintain the six-year graduation rate of African-American Students at 75 percent or greater through fiscal year 2025.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent African-American of undergraduate students enrolled	19.0%	20.1%	21.1%	22.8%	23.8%	24.6%	24.5%
Percent minority of undergraduate students enrolled	54.4%	56.9%	59.0%	61.4%	63.5%	65.2%	65.0%
Second-year retention rate at UMBC (or another public university in Maryland) of African-American students	90.2%	90.2%	89.9%	90.7%	92.8%	90.0%	90.0%
Six-year graduation rate of African-American students from UMBC (or another public university in Maryland)	76.8%	73.7%	72.6%	69.7%	75.8%	75.0%	75.0%

Goal 5. Enhance success of all students.

Obj. 5.1 Maintain a second-year retention rate of UMBC undergraduate students at 90 percent or greater through fiscal year 2025.

Obj. 5.2 Maintain the six-year graduation rate of UMBC undergraduates at 75 percent or greater through fiscal year 2025.

Obj. 5.3 Increase the number of Ph.D. degrees awarded from 87 in fiscal year 2020 to 100 in fiscal year 2025.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Ratio of full-time equivalent students to full-time instructional faculty	21.0	20.3	21.0	21.7	21.8	21.5	21.5
Second-year retention rate at UMBC (or another public university in Maryland) of students	89.8%	90.5%	90.8%	88.8%	90.4%	90.0%	90.0%
Rank among peer institutions in ratio of full-time equivalent students to full-time instructional faculty	4th	4th	3rd	5th	8th	5th	5th
Six-year graduation rate of students from UMBC (or another public university in Maryland)	75.4%	77.8%	76.5%	76.7%	77.8%	75.0%	75.0%
Number of Ph.D. degrees awarded	87	89	103	100	90	100	100

Goal 6. Provide quality research.

Obj. 6.1 Increase the amount of total federal research and development (R&D) expenditures in Science and Engineering (S&E) per full-time faculty from $131,587 in fiscal year 2020 to $135,000 in fiscal year 2025.

Obj. 6.2 Rank in the top half among public research peer institutions (4th in 2020) in average annual growth rate (5-year) in federal research and development (R&D) expenditures.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Total federal R&D expenditures in S&E per full-time faculty	$131,587	$133,130	$134,371	$147,981	$200,444	$212,718	$219,101
Rank among public research peer institutions in five-year average growth rate in federal R&D expenditure	4th	7th	6th	6th	7th	6th	6th

UNIVERSITY OF MARYLAND, COLLEGE PARK (UMCP)
2024 Managing for Results

Mission

As the State's flagship public research university, its original land grant institution, and the legislatively mandated flagship institution of USM, the University of Maryland, College Park (UMCP) is dedicated to serving humanity with its research, teaching and outreach. By following its guiding principles of values-driven excellence; diversity, equity, and inclusion; impact; innovation; collaboration; and service to humanity, UMCP is dedicated to empowering the next generation of leaders, artists, writers, educators, scientists, and global citizens to advance the public good.

Institutional Assessment

UMCP is one of the nation's premier public research universities. Its faculty are global leaders in their field, earning places in national academies; it is home to some of the nation's best and brightest students who consistently win prestigious scholarships; and it boasts a research enterprise approaching $1 billion. Through this work, UMCP is achieving excellence by providing an affordable and accessible in-state education, and preparing a 21st-century workforce for the state, country, and world.

Through its 2022 strategic plan, *Fearlessly Forward*, UMCP has made strategic commitments to reimagine learning, take on humanity's grand challenges, invest in people and communities, and partner to advance the public good. For example, the signature Grand Challenges Grants program has committed $30 million to 50 projects that address our world's most pressing issues, such as climate change, gun violence, health inequities, and education disparities. UMCP's $20 million Terrapin Commitment is helping to reduce the gap between financial aid and the cost of education for low-income, in-state students. As the nation's first and only Do Good Campus, UMCP is providing the education, opportunities, and resources to develop the next generation of nonprofit leaders, social innovators, and civic-minded contributors.

Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.
UMCP is on track to meet both of our goals that relate to this area of the State Plan:
- Goal 1: Provide an enriched educational experience to our students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.
- Goal 2: Prioritize the affordability of a top-tier education for the citizens of Maryland and success of those students with limited financial resources to succeed in an academic setting.

Diversity of the Student Body. Core to its mission, UMCP continues to attract, admit, and enroll students from throughout Maryland and around the world who are academically talented, racially and ethnically diverse, and who have the potential to bring a wide variety of skills, abilities, and perspectives to enhance the university's educational environment. UMCP exceeded its goal of creating an ethnically and racially diverse community by enrolling 45% undergraduate students

of color: In Fall 2023, 52.3% of undergraduates were reported to IPEDS as American Indian or Alaska Native; Asian; Black or African American; Hispanic/Latino; Native Hawaiian or Other Pacific Islander; or Two or More Races (Objective 1.3).

The Office of Undergraduate Admissions develops and executes a comprehensive recruitment and yield strategy, which includes targeted and personalized recruitment activities, large-scale events, and outreach efforts. These efforts include open house programs, targeted receptions, and strategic communications. For example, UMCP hosted the 25th annual College Access Conference (CAC) this year. The CAC invites students of color and students from Maryland's rural and small town communities to learn how to navigate the college application process while discovering the benefits of UMCP. The Experience Diversity Growth and Excellence program provides admitted African American, Hispanic/Latino, and other interested admitted students the opportunity to experience life at UMCP and to connect with current students. UMCP continues to be among the 16 inaugural members of the Small Town and Rural Students Network (STARS). Through STARS, UMCP provides outreach, campus visits, and college application assistance to students from 18 Maryland counties designated as rural by The Maryland State Office of Rural Health. This program also provides professional development and assistance to school counselors in rural counties. As a result of efforts like these, UMCP anticipates enrolling a Fall 2024 entering freshman class of over 5,000 students with an average GPA of nearly 4.50, a middle 50% SAT of 1400-1520, and an average ACT over 32.

Accessibility and Affordability. UMCP strives to keep high-quality education affordable for Maryland residents. The percentage of borrowers who entered repayment on federal loans and defaulted before the end of the following fiscal year has remained below 2% since the 2022 reporting year (Objective 2.1). In FY23, UMCP launched the Terrapin Commitment program, the largest single-year investment in need-based scholarships in our history. This program is designed to reduce the gap between low-income Maryland resident students' total financial aid offer and the actual cost of their education. During FY24, close to 3,900 low-income Maryland resident students received $21 million in Terrapin Commitment funding. Compared with FY23, our FY24 need-based financial aid budget increased by 34%, from $36.3 million to $48.5 million. UMCP continues to prioritize funding for low-income students in its fundraising efforts. The C.D. Mote, Jr. Incentive Awards Program has sustained growth, providing funding for low-income students from Baltimore City, Prince George's County, Charles County, and Montgomery County high schools and serving 94 students in FY24. The Maryland Promise Program (MPP), a campus-wide need-based scholarship program, will support over 180 students in Fall 2024. The MPP fund is expected to grow to a $100 million fund annually. Once fully funded, it will support 200-250 students. The Office of Financial Aid increased first-generation college student outreach to encourage completion of federal and state financial aid requirements. Sixty-five percent of undergraduates who apply for financial aid receive some form of assistance and only 33% of first-time undergraduates graduate with student loan debt.

UMCP continues to build undergraduate programs at regional centers. These programs are designed for students who complete two years of coursework at a community college, reducing the cost of earning a bachelor's degree. The Mechatronics Engineering program will launch in Fall 2024 at the Universities at Shady Grove. The College of Agriculture and Natural Resources is also launching a Fermentation Science program (both in College Park and at the Universities

at Shady Grove), which, when mature, will graduate students with expertise and support the beer, wine, cheese, and pharmaceutical industries in Maryland. Programs in mechanical and electrical engineering are in place at the University System of Maryland Southern Maryland (USMSM) Regional Center. The recent opening of the new SMART building at USMSM, along with renewed relationships with the College of Southern Maryland, will provide opportunities for growth in the coming years.

Student Success: Promote and implement practices and policies that will ensure student success.
Three of UMCP's goals relate to the State Plan's goal around student success:
● Goal 1: Provide an enriched educational experience to our students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.
● Goal 2: Prioritize the affordability of a top-tier education for the citizens of Maryland and success of those students with limited financial resources to succeed in an academic setting.
● Goal 5: Prepare our graduates to be productive members of the labor force, particularly in areas considered vital to the economic success of the State.
We are on track to meet almost all performance measures under these three goals; on others, we are very near to our goal. Reflections on specific metrics are provided below.

Undergraduate Retention and Graduation. Eleven of UMCP's objectives under Goal 1 and 13 corresponding performance measures relate to increasing second-year retention and six-year graduation rates. UMCP's second-year retention rate dipped slightly below 95% for the Fall 2021 cohort, likely due to the pandemic, but otherwise has remained above 95% (Objective 1.4). The six-year graduation rate rose from 86% in 2019 to 88% in 2024 (Objective 1.5). UMCP's objectives focus in particular on ensuring the success of Hispanic and Black or African American students. UMCP met most, though not all, related performance measures. For example, UMCP aimed to reduce the difference in six-year graduation rates between all students and Hispanic students from six percentage points to five percentage points: Over the past five years, the gap fluctuated from as low as two percentage points in the 2022 reporting year to six percentage points in the 2024 reporting year. Specific efforts related to student success are described below.

The Student Academic Success-Degree Completion Policy provides advising, four-year graduation plans, and benchmarks that students must complete to stay in their majors. UMCP requires interventions and mandatory advising for students on probation and with a cumulative GPA under 2.3. The Registrar's Office and academic units notify students who did not register to resolve outstanding issues.

The Student Success Office administers the Terrapin Success Plan, which reminds students of retention requirements and helps students better understand barriers to academic success, reflect on why they have struggled, and identify ways to improve their academic performance. In FY24, 135 students from four colleges participated. Colleges that do not participate in the Terrapin Success Plan work with students on their own. The Student Success Office also oversees re-enrollment and sends letters to students on academic probation as soon as grades are released. Students receive multiple letters informing them of their status and offering academic and other support. Students who are academically dismissed may apply for reinstatement. Their

applications are reviewed by a faculty board. The decision normally rests on the GPA calculation and if students could earn a 2.0 the first semester they return. Students who may not return work with the Student Success staff to develop a plan to further their education elsewhere. UMCP's Pre-Transfer Advising Program helps prospective transfer students develop academic plans for transfer and estimate time-to-degree. This program worked with about 20,000 students in FY24, primarily from local community colleges. The Interim Advising Program (IAP) provides newly admitted high-credit students who are seeking to declare a Limited Enrollment Program major with guidance on admission requirements and alternative majors. In FY24, advisors met with 254 IAP students. The Transitional Advising Program (TAP) provides high-credit, undeclared students with resources to explore and declare a major. TAP students are mostly interested in computer science or information science. In FY24, advisors met with 68 TAP students.

UMCP has a number of programs that support special populations. The Academic Achievement Programs (AAP), a federally funded TRIO program, provides access to UMCP for students who are low-income or first-generation. Students matriculate in the fall semester on the condition that they successfully complete the Summer Transitional Program and are supported for two years in the Intensive Educational Development/Student Support Services. The C.D. Mote, Jr. Incentive Awards Program is designed to recognize and promote scholarship, leadership, and community responsibility among students from select high schools in Maryland and to make it financially possible for these students to enroll at UMCP. The program identifies students who have demonstrated uncommon persistence, ingenuity, and maturity by maintaining good academic performance in the face of challenging circumstances. Selected students form cohorts and benefit from full scholarships and extensive wraparound programming to ensure they achieve their academic, personal, and professional goals. The Clark Challenge for the Maryland Promise was established by the A. James & Alice B. Clark Foundation as part of *Building Together: An Investment for Maryland.* The Maryland Promise Program provides educational and financial opportunities and academic support to undergraduate students from the state of Maryland and Washington, D.C. exhibiting strong academic and leadership potential.

Graduate Student Success. Although the State Plan emphasizes undergraduate education, UMCP's mission also includes excellence in graduate education, and UMCP continues to support graduate student success. For the Fall 2019 cohort, UMCP retained or graduated 81% of PhD students and 76% of Black PhD students. For the Fall 2021 master's degree cohort, UMCP retained or graduated 87% of all students, 77% of Black students, and 83% of Hispanic/Latino students. The Fall 2013 doctorate cohort achieved a 75% 10-year completion rate; for FY23 PhD graduates, the median time-to-degree was 5.7 years. In FY24, the Graduate School provided $12.8 million to recruit, retain, and promote graduate student success. The Graduate School also awarded $360,000 to faculty for research projects that involved graduate students.

Teaching and Learning. The Teaching and Learning Transformation Center (TLTC) promotes and supports innovative, inclusive, and effective strategies for teaching and learning. Last year, 158 instructors participated in course design programs (a 46% increase from the previous year). TLTC provided professional development to 2,592 educators: 1,705 through open workshops and 887 via department-requested sessions. Three hundred and forty-five instructors received individual consultations and 114 faculty participated in learning communities. The Provost's Teaching Innovation Grants, administered by the TLTC, awarded 24 projects.

Career Outcomes. UMCP graduates continue to have high placement rates after graduating (Goal 5). Based on the 2023 Graduate Student Survey, 73% of graduates were employed one year after graduation (Objective 5.3). About 46% of graduates who were employed reported working in Maryland, slightly below UMCP's goal of employing 50% of respondents in the state (Objective 5.5). Our response to the Commission's Question #4 includes more information on this topic.

STEM Production. Although UMCP will fall short of our goal to increase the number of degrees in STEM fields to 7,070 by 2024 (Objective 5.1), undergraduate enrollments continue to grow in STEM fields. In Fall 2022, UMCP launched new majors in Fermentation Science, Real Estate and the Built Environment, Technology and Information Design, and Social Data Science. Enrollment in Real Estate and the Built Environment increased from six students in Fall 2022 to 61 students in Fall 2023; Technology and Information Design increased from 11 to 78 students, and Social Data Science almost doubled, from 27 to 50 students. Our most recently approved undergraduate program, Mechatronics Engineering, will launch in Fall 2024.

UMCP continues to face challenges meeting demand in the computer science major. The count of undergraduate majors is nearly 4,000, outpacing faculty hiring and teaching assistant resources and causing undesirably large course enrollments at all levels. As a result, UMCP has put more stringent enrollment controls on the major beginning in Fall 2024, similar to the approaches of other top-ranked undergraduate programs. Enrollment in other computing-related fields, such as the College of Information Studies, also continues to grow, going from 995 undergraduate majors in Fall 2019 to 1,950 majors in Fall 2023. Other initiatives to support careers in STEM include Break Through Tech DC, a joint foundation/corporate partnership that aims to increase representation of women, nonbinary students, and students from underrepresented communities in computing-related fields. Through this program, in January 2024, 14 organizations hosted micro-internships for 70 UMCP undergraduates.

Teacher Education. In 2024, 176 students completed teacher education programs at UMCP, below our goal of 250 program completers (Objective 5.2). Among undergraduates, an unexpected 25 students experienced Praxis challenges, which impacted enrollment and projections. Among graduate students, the number of Master's Certification Program (MCERT) students decreased to 39, the lowest in the program's history, and there were no postbaccalaureate completers for this enrollment cycle. The College of Education (EDUC) is creating new pathways and opportunities with school districts, community colleges, and cross-campus programs to increase enrollment in teacher education programs and respond to workforce needs. EDUC hosted an event with community colleges, increased support of the Praxis exams, added a health education specialization to the MCERT program to begin by the 2026-27 school year, and expanded the Creative Initiatives in Teacher Education (CITE) program to attract a wider pool of applicants. The CITE program is a pathway for conditional teachers in elementary classrooms to become eligible for certification. To sustain CITE and other partnership programs, EDUC benefits from the recently launched edTerp Learning Academy to support future enrollment goals. As there are several financial barriers to the teaching profession, EDUC will continue to apply for funded research and awards, support paid internships with local school districts, and seek donor-supported activities.

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

This section highlights some of UMCP's efforts around innovation tied to its strategic plan.

To advance UMCP's commitment to reimagining learning, as outlined in its strategic plan, UMCP launched the Teaching Innovation Grants in 2020 to support innovative educational projects. These faculty-led initiatives empower educators to redesign their courses, incorporating best practices in universal design for learning and fostering inclusive learning environments. In the 2022-23 cycle, the program awarded $2.7 million to 115 projects, directly impacting 19,171 student enrollments across 296 courses and 86 academic programs. In 2023-24, the competitive grant program continued to fund projects that leverage cutting-edge educational technology to create more effective, engaging, and inclusive learning experiences, equipping students to thrive in a technology-rich world. UMCP supported over 45 projects focused on areas such as open educational resources, learning analytics, immersive learning environments, artificial intelligence, machine learning, the metaverse, gamification, and other pioneering strategies, all aimed at creating unique, affordable, and experiential learning opportunities.

UMCP is partnering with 14 institutions to promote inclusive teaching practices and foster a welcoming environment, particularly in the natural sciences. This effort is supported by an $8 million grant over six years from the Howard Hughes Medical Institute. This work leverages different data sources related to teaching and learning, organizing relevant information in a way that enables reflection and evidence-based action. UMCP also established a new area focused on educational effectiveness within the TLTC, which works collaboratively with educators and stakeholders across campus to further develop learning analytics efforts aimed at improving educational opportunities and promoting success for all students.

The Office of Undergraduate Research (OUR) was established in November 2023 to strengthen and expand research opportunities by advancing equitable and inclusive access for students of all backgrounds and levels of experience. OUR oversees programs, services, and events, including the established First-Year Innovation & Research Experience, and newly-launched programs like the Immersive Research Internship Experience and the Student Proposed Innovation & Research Experience. In its first year, OUR served about 1,750 undergraduates. OUR will continue to develop resources that broaden culture, presence, and community around undergraduate research while supporting new ways for academic units and faculty members to engage students in this high-impact practice.

The Grand Challenges Grants program, launched in 2022, is designed to accelerate solutions to humanity's most pressing issues through education, research, scholarship, and creative activities. The program awarded grants to 50 projects for $30 million. Every college is represented with at least two projects and 185 faculty members are participating. The projects address societally important topics, such as climate change, social and racial justice, literacy, water safety and security, democracy, values-centered artificial intelligence, and pandemic preparedness.

In addition to these specific efforts, UMCP was recognized by the Princeton Review and Entrepreneur magazine for its innovation and entrepreneurship ecosystem, earning a top five spot across all U.S. institutions, up two from last year, and achieving its ninth consecutive year in the

top 10. UMCP ranked fifth for undergraduate entrepreneurship education overall, fourth among public universities, and first in the Mid-Atlantic region. One program that highlights UMCP's commitment to supporting entrepreneurship is Hinman CEOs, the nation's first living-learning entrepreneurship program, which serves undergraduates from across disciplines. UMCP also ranked 13th for graduate entrepreneurship studies for the 12th consecutive year, jumping up five spots from last year.

Response to the Commission's Questions

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.
UMCP carefully monitors retention and graduation rates for all students and for certain populations and students in special programs. UMCP also monitors degree completion by entry type and time to degree; for transfer students, the average number of transfer credits are also monitored. New first-time student retention rates are above 95%, a metric that we find acceptable. UMCP's graduation rates are climbing: The six-year graduation rate is 88.4%, with a goal of 90%. Four-year graduation rates are at 77.2%, with a goal of 80%. The average time to degree for transfer students is 2.5 years. The aim is to move the average closer to 2.3 years. UMCP now applies 70 Maryland community college credits toward the bachelor's degree, rather than 60, a policy change that will likely help decrease the time-to-degree for transfer students. To help monitor progress, reports on student retention and graduation by entry type and demographics are available to all campus employees online. Please see current initiatives in the Undergraduate Retention and Graduation section of this report for more information.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?
UMCP measures transfer student success by average transfer credits and four-year graduation rates. The graduation rate for transfer students has risen steadily over the past decade. For the Fall 2015 cohort, 84.9% of transfer students graduated within four years of attaining junior status. For the Fall 2019 cohort, 87.6% graduated within that time frame. UMCP offers a number of initiatives to support transfer students' academic success. The Transitional Advising Program in the Office of Letters and Sciences provides support for high-credit transfer students who do not yet have a major. The Pre-Transfer Advising program works with prospective transfer students prior to their application, assisting them in completing their associate degrees with all lower-level prerequisites, which allows them to begin their education at UMCP with junior level status. The program began in 2008 with two advisors and now has a staff of nine, seven of whom work at a local community college. UMCP increased the number of transfer credits Maryland community colleges apply for bachelor's degrees from 60 to 70. Many academic colleges offer a 300-level one-credit course for new transfer students to provide an introduction to their majors.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?
UMCP continues to prioritize need-based financial aid to support our students with the greatest need. Our internally developed financial aid awarding policy offers need-based aid only to

Maryland residents in order to prioritize our state's most promising and deserving students. This has the added benefit of allowing us to impact a large group in more meaningful ways. However, UMCP's annual institutional financial aid budget, one of the lowest among our Big Ten Conference peers, has been a barrier to yielding and retaining new and returning undergraduates. Even with FY24's largest single year need-based financial aid budget increase, up to $20 million from the Terrapin Commitment program, and the recently implemented Maryland Promise Program, which will result in a $100 million endowment for need-based scholarships, UMCP still has a substantial amount of remaining unmet financial need. This impacts our ability to enroll and retain low-income Maryland residents, particularly those who are Pell eligible.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?
UMCP is committed to ensuring the post-graduation success of its students. Through campus career services offices, all students can access customized career advising to support their exploration and application of essential career management skills. In FY24, over 300 professional development events focused on developing students' awareness and competency related to resume/LinkedIn writing, interview skills, internship/job search strategies, professional etiquette, and industry trends. Many career courses and opportunities for intentional reflection are available for students to understand, develop, and articulate employability competencies, such as communication, teamwork, critical thinking, equity/inclusion, and leadership.

UMCP's strong industry partnerships, including industry experts and alumni, ensure our academic programs remain relevant and aligned with current industry standards. In FY24, over 18,000 students participated in career fairs, networking events, site visits, and job shadowing to build students' social capital and gain insights about job and internship opportunities from these partners. UMCP expanded the use of high-impact experiential learning, ensuring students can learn through public service, civic engagement, project-based experiences, and internships. The 2023 Graduation Survey reported that 79% of respondents participated in at least one internship during their college career; the majority completed two or more. These curricular and co-curricular opportunities offer students hands-on experience, enabling them to apply classroom knowledge in real-world settings and build professional networks. Through these efforts, UMCP consistently produces graduates who are academically prepared and equipped with the practical skills and professional acumen necessary to succeed in today's competitive job market.

5. Please use the template attached and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success. For example, grants that allow for specialized scholarships, e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Idea Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list, please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.
Please see the attached spreadsheet. We have included grants that end in July and August 2024, since they were active this fiscal year.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
National Science Foundation	S-STEM-Schlr Sci Tech Eng&Math	Chesapeake Scholars in the Physical Sciences	$1,492,556	12/1/2022	11/30/2027
National Science Foundation	Improving Undergraduate STEM Education	Engaging Community Colleges in Recruitment of Secondary STEM Teachers Through Early Field Experiences	$296,041	7/15/2019	6/30/2025
National Science Foundation	Improving Undergraduate STEM Education	An Ethnographic Study of Student Use of Online Resources to Improve Student Learning Outcomes	$598,830	2/1/2022	1/31/2025
National Science Foundation	ECR-EDU Core Research	Using Computational Modeling to Transform Assessments of Creativity in Engineering Design	$318,879	9/15/2022	8/31/2025
National Science Foundation	Robert Noyce Scholarship Pgm	Recruiting, Preparing, and Retaining High-Quality, Equity-Focused Secondary STEM Teachers	$1,087,685	4/15/2024	3/31/2029
National Science Foundation	NSF Research Traineeship	NRT-INFEWS: UMD Global STEWARDS (STEM Training at the Nexus of Energy, WAter Reuse and FooD Systems)	$3,080,334	9/1/2018	2/28/2025
National Science Foundation	Graduate Research Fellowship	Graduate Research Fellowship Program	$8,307,235	9/1/2018	7/31/2024
National Science Foundation	ECR-EDU Core Research	Collaborative Research: An Evidence-Based Approach Towards Technology Workforce Expansion by Increasing Female	$351,259	9/1/2021	7/31/2025
National Science Foundation	Graduate Research Fellowship	Graduate Research Fellowship Program	$3,625,956	9/1/2022	8/31/2027
National Science Foundation	ECR-EDU Core Research	Collaborative Research: Uncovering Biology Department Cultural Commitments to Graduate Student Teaching Professi	$20,022	10/1/2023	9/30/2026
National Science Foundation	CYBERCORPS: SCHLAR FOR SER	CyberCorps Scholarship for Service (Renewal): SFS for ACES	$4,972,033	5/15/2024	4/30/2029
National Science Foundation	ECR-EDU Core Research	Race, Religion, and STEM: Examining the Intersections for Black Students	$551,881	8/1/2022	7/31/2025
National Science Foundation	ECR:BCSER Capcity STEM Ed Rscr	Quantitative Research Methods for STEM Education Scholars Program	$998,969	8/15/2022	7/31/2025
National Science Foundation	Integrative Activities in Phys	Collaborative Research: Evaluating Access: How a Multi-Institutional Network Promotes Equity and Cultural Change thr	$109,704	2/1/2024	1/31/2027
National Science Foundation	Improving Undergraduate STEM Education	GP-GO:Providing Educational Access to Research & Learning in geoscienceS (PEARLS)	$384,413	9/1/2020	8/31/2025
US Department of Education		University of Maryland EdD in Special Education Administration and Leadership for the Maryland and Washington, DC Metropolitan Area	$749,916	10/1/2021	9/30/2024
US Department of Education	Personnel Development to Improve Services and Results for Children with Disabilities–Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities who Have High-Intensity Needs	INnovative Special Education Preparation and Induction to Retain Exceptional Diverse (INSPIRED) Teachers	$249,999	10/1/2023	9/30/2024
US Department of Education	Personnel Development to Improve Services and Results for Children with Disabilities–Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities who Have High-Intensity Needs	University of Maryland ONLINE MEd in Special Education Specialty Focus: Autism Spectrum Disorder (High-Intensity Needs)	$249,999	10/1/2023	9/30/2024
US Department of Education	TRIO Student Support Services	Student Support Services 2020-2025	$1,902,917	9/1/2020	8/31/2024
US Department of Education	Educational Opportunity Centers	University of Maryland, College Park Educational Opportunity Center	$1,277,574	9/1/2021	8/31/2025
US Department of Education	TRIO - Talent Search	University of Maryland, Talent Search Central	$1,131,690	9/1/2021	8/31/2025
US Department of Education	TRIO - Talent Search	University of Maryland, Talent Search North	$1,131,690	9/1/2021	8/31/2025
US Department of Education	TRIO - McNair	University of Maryland, Ronald E. McNair Post-baccalaureate Achievement Program 2022-2027	$1,015,589	10/1/2022	9/30/2025
US Department of Education	TRIO - Upward Bound	University of Maryland College Park Upward Bound	$1,857,826	7/1/2022	8/31/2025
National Science Foundation	Research Experience for Undergraduate Sites	REU Site: Undergraduate Bioinformatics Research in Data Science for Genomics	$449,615	6/1/2022	5/31/2025
National Science Foundation	Software & Hardware Foundation	Travel: NSF-CISE Student Participation Grant for MWSCAS 2023	30,000	5/1/2023	10/31/2024
National Science Foundation	Software & Hardware Foundation	Travel: NSF Student Travel Grant for the Programming Languages Mentoring Workshop at ACM SIGPLAN Symposium o	$45,000	10/1/2023	9/30/2026
National Science Foundation	Chemistry of Life Processes, Physics of Living	Collaborative Research: Using the Physics of Living Systems Student Research Network to Transmit Techniques and Tra	$449,702	9/1/2023	8/31/2026
National Science Foundation	Division of Computing and Communication	Travel: NSF Student Travel Grant for 2024 ACM/IEEE International Symposium on Machine Learning for Computer-	$15,000	6/15/2024	11/30/2024
US Department of Education	Language Resource Centers	Professionals In Education Advancing Research and Language Learning (PEARLL)	$529,638	8/15/2022	8/14/2026
US Department of Education	Title VI Centers for International Business	Building Resilience to Global Shocks and Enabling Competitiveness in the Post-Pandemic World	$1,005,270	10/1/2022	9/30/2025
US Department of Education	Title VI International Research and Studies	Exploring the Need for Increased Instruction in African Languages	$179,760	10/1/2023	9/30/2026
National Endowment for the Arts	NEA Research Labs	Music & Arts Education Data Lab - 2024 Renewal	$150,000	5/1/2024	4/30/2026
DHHS-Substance Abuse & Mental	GLS Campus Suicide Prevention Grant Program	UMD Suicide Prevention Program Expansion	$101,151	8/31/2023	8/30/2024
National Science Foundation	Directorate for Computer & Information Science &	Student Travel to the Cornell, Maryland, Max Planck Pre-doctoral Research School	$49,974	8/1/2022	7/31/2024
National Science Foundation	Directorate for Computer & Information Science &	Student Travel to the Cornell, Maryland, Max Planck Pre-doctoral Research School	$49,950	10/1/2023	9/30/2024
National Science Foundation	Office of Advanced Cyberinfrastructure	Student Support for IEEE Cluster 2023 Conference	$15,000	9/1/2023	8/31/2024

USM - University of Maryland, College Park Campus

MISSION

As the State's premier public research university, its original land grant institution, and the legislatively mandated flagship institution of USM, the University of Maryland, College Park campus (UMCP) serves the citizens of the State through three broad mission areas of research, teaching, and outreach. The University is the State's primary center for graduate study and research, and it is responsible for advancing knowledge through research, providing highest quality undergraduate instruction across a broad spectrum of academic disciplines, and contributing to the economic development of the State.

VISION

The University of Maryland, College Park campus serves the citizens of the State by leading the ranks of the nation's premier public research universities. It is nationally and internationally recognized for the quality of its faculty and students, for its outstanding academic and research programs across the disciplines, for programs in the arts that are a national model of excellence and community involvement, and for outreach and service initiatives that are key resources for the well-being of the citizens of the State. UMCP provides the highest quality undergraduate education, noted for its breadth, depth and many special opportunities for students. Graduate education - the hallmark of a first-rate research university - includes, at UMCP, both professional and research degree programs overseen by a world class faculty whose interests span an extraordinary range of research and scholarship that is characterized by creativity, innovation, impact, and inclusiveness, and that attracts graduate students of the highest academic caliber from every ethnic and racial group.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Provide an enriched educational experience to our undergraduate students that takes full advantage of the special strengths of a diverse research university and promotes retention and graduation.**

Obj. 1.1 Maintain or reduce the difference in six-year graduation rates between all students and African-American students from 8 percentage points in 2019 to at or below 6 percentage points in 2024.

Obj. 1.2 Reduce the difference in six-year graduation rates between all students and Hispanic students from 6 percentage points in 2019 to 5 percentage points in 2024.

Obj. 1.3 Create an ethnically and racially diverse community by achieving and maintaining a critical mass of at least 45 percent minority undergraduate students through increased recruitment and retention efforts of minority students between 2019 and 2024.

Obj. 1.4 Maintain the second-year retention rate of all UMCP students at 95 percent in 2019 through 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percentage point difference in graduation rates from UMCP between:							
African-American students and all students	6	3	5	6	4	4	6
Hispanic students and all students	6	6	2	4	6	5	5
Percentage of minority undergraduate students enrolled in UMCP	43.6%	45.8%	47.0%	50.2%	52.3%	50.0%	50.0%
Second-year freshman retention rate from UMCP: all students	95.2%	95.4%	95.5%	94.8%	95.7%	95.5%	96.0%
All minority students	96.2%	95.9%	95.5%	94.9%	95.8%	96.0%	96.0%
All African-American students	95.7%	95.7%	94.1%	94.5%	95.0%	95.5%	96.0%
All Hispanic students	95.3%	93.1%	93.8%	92.8%	94.6%	94.0%	94.5%

USM - University of Maryland, College Park Campus

Obj. 1.5   Increase the six-year graduation rate for all UMCP students from 86 percent in 2019 to 88 percent by 2024.

Obj. 1.6   Maintain the second-year retention rate of all UMCP minority students at 96 percent in 2019 through 2024.

Obj. 1.7   Increase the six-year graduation rate for all UMCP minority students from 84 percent in 2019 to 86 percent by 2024.

Obj. 1.8   Increase the second-year retention rate of UMCP African-American students from 94 percent in 2019 to 95 percent by 2024.

Obj. 1.9   Increase the six-year graduation rate for UMCP African-American students from 78 percent in 2019 to 80 percent by 2024.

Obj 1.10   Increase the second-year retention rate of UMCP Hispanic students from 93 percent in 2019 to 94 percent by 2024.

Obj 1.11   Increase the six-year graduation rate for UMCP Hispanic students from 80 percent in 2019 to 82 percent by 2024.

Obj 1.12   Increase the percentage of transfer students who graduate at UMCP from 81 percent in 2019 to 84 percent by 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
First-time freshman six-year graduation rate from UMCP: all students	87.1%	87.0%	88.3%	89.0%	88.4%	88.5%	88.5%
All minority students	85.2%	85.8%	87.8%	87.5%	87.6%	86.0%	86.0%
All African-American students	81.3%	83.7%	82.9%	82.5%	84.1%	84.5%	84.5%
All Hispanic students	81.5%	81.4%	86.3%	84.8%	82.9%	83.5%	83.5%
New full-time undergraduate transfer 4-year graduation rate from UMCP: all students from UMCP (or another public university in Maryland)	81.0%	84.0%	84.0%	87.0%	85.0%	84.0%	84.0%

Goal 2.   **Prioritize the affordability of a top-tier education for the citizens of Maryland and success of those students with limited financial resources to succeed in an academic setting.**

Obj. 2.1   Maintain or reduce the percentage of the class who default on federal loan programs below 2 percent between 2019 and 2024.

Obj. 2.2   Increase the six-year graduation rate for first-time freshmen Pell grant recipients from 80 percent in 2019 to 83 percent in 2024.

Obj. 2.3   Increase the six-year graduation rate for first-time freshmen subsidized loan recipients who did not receive a Pell grant from 84 percent in 2019 to 86 percent in 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percentage of borrowers in the class who enter repayment on federal loans and default prior to the end of the following fiscal year	2.3%	2.4%	1.8%	0.7%	0.0%	2.0%	2.0%
Six-year graduation rate for first-time freshmen Pell grant recipients	80.7%	81.9%	84.3%	81.8%	82.9%	83.0%	83.5%
Six-year graduation rate for first-time freshmen subsidized loan recipients who did not receive a Pell grant	84.8%	83.7%	86.0%	86.6%	86.9%	86.0%	86.5%

USM - University of Maryland, College Park Campus

Goal 3. **Promote the economic development of a knowledge-based economy in Maryland dedicated to the advancement and commercialization of research.**

Obj. 3.1 Increase total research and development (R&D) expenditures for UMCP and UMB reported by the National Science Foundation (NSF) from $1,016 million reported in fiscal year 2019 to $1,187 million in fiscal year 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
[1] Total R&D expenditures, as reported by NSF ($ millions)	$1,097	$1,103	$1,142	$1,228	$1,385	$1,450	$1,500

Goal 4. **Expand our Maryland family of alumni and constituents to achieve a new level of engagement and support that is the hallmark of an outstanding research**

Obj. 4.1 The total number of annual alumni donors to the University will increase from 20,737 in 2019 to 24,000 by 2024.

Obj. 4.2 Increase the total amount of philanthropic support raised by UMCP from $200 million in 2019 to $205 million by 2024.

Obj. 4.3 Increase the UMCP endowment market value from $584 million in 2019 to $650 million by 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Total number of annual alumni donors	$ 19,074	$ 20,825	$ 21,454	$ 19,709	$ 19,475	$ 18,650	$ 19,000
Total amount of philanthropic support raised by UMCP (millions)	$ 168	$ 205	$ 243	$ 252	$ 227	$ 200	$ 220
UMCP endowment market value (millions)	$ 640	$ 917	$ 953	1.018B	$1.150B	$ 650	$ 650

USM - University of Maryland, College Park Campus

Goal 5. **Prepare our graduates to be productive members of the labor force, particularly in areas considered vital to the economic success of the State.**

Obj. 5.1 Increase the number of UMCP degrees in STEM fields (science, technology, engineering, and math) from 4,812 in 2019 to 7,070 by 2024.

Obj. 5.2 Maintain the number of UMCP teacher education program completers from 244 in 2019 to 250 or higher in 2024.

Obj. 5.3 Increase and maintain the percentage of UMCP graduates who are employed one year after graduation, based on the Graduate Student Survey, to 73 percent by 2024.

Obj. 5.4 Increase the percentage of UMCP graduates who started graduate school within one year of graduation, based on National Student Clearinghouse Data, to 19 percent by 2024.

Obj. 5.5 Maintain the percentage of UMCP graduates who are employed in Maryland one year after graduation, based on the Graduate Student Survey, at 50 percent in 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of UMCP STEM field degrees	5,128	5,192	5,239	5,399	5,447	5,600	5,700
Number of UMCP teacher education completers (including undergraduate, master's, post-baccalaureate/non-degree)	238	256	252	235	176	246	182

USM - University of Maryland, College Park Campus

Percent of bachelor's degree recipients who are employed one year after graduation, based on the Career Center's First Destination Survey	78%	74%	71%	75%	73%	74%	75%
Percent of bachelor's degree recipients who enroll in a graduate program within one year of graduation, based on data from the National Student Clearinghouse	18%	20%	17%	15%	16%	17%	18%
Percent of UMCP graduates who are employed in Maryland one year after graduation, based on the Graduate Student Survey	45%	47%	50%	39%	46%	47%	48%

NOTES

[1] Starting in 2020, this metric combines R&D expenditures from UMCP and University of Maryland Baltimore. Older data is from UMCP only.

UNIVERSITY OF MARYLAND EASTERN SHORE
2024 Institutional Managing for Results Report

Vision and Mission

The University of Maryland Eastern Shore (UMES) will be the preeminent public Historically Black University that is recognized for leadership in student-centered education, exceptional research, innovation, and inclusiveness.

As a public 1890 land-grant Historically Black University that embraces diversity, UMES is committed to serving first-generation and underserved students and providing educational, research, and community engagement opportunities to transform the lives of its students who will impact the state, region, and the world.

Institutional Assessment

UMES' strategic plan goals have guided the Managing for Results (MFR) effort over the course of AY 2023-2024. The aggressive agenda of the plan sets the course for progress and advancement in the following key areas:

(1) Academic Excellence and Innovation **(MFR objectives 4.1, 4.2, 4.3, 4.4)**

Throughout the post-pandemic period of COVID-19, UMES faced inconsistent performance from the student population where the 1st to 2nd year retention rates experienced a decline between the Fall 2021 cohort of 71% and the Fall 2022 cohort of 62%. The 1st to 3rd year retention rate for the Fall 2021 cohort, however, was 56%, which was an increase from the previous Fall 2020 cohort's 1st to 3rd year retention rate of 45%. During this financially uncertain period, where financial assistance from the institution was waning, many of our students were uncertain of the financial future. This uncertainty fostered a reclassification of priorities, and it seems that furthering their education had to be paused.

As we assess our performance, the 6-year graduation rate dipped slightly from 37% to 35% overall. The African American 6-year graduation rate experienced a similar decline from 38% to 34% marking a ~4% difference. UMES' commitment to educating and graduating students is the very first Strategic Plan Priority being addressed.

(2) Access, Affordability, and Achievement **(MFR objective 2.1)**

The number of first-generation freshmen experienced an increase of 2% from 42% to 44%. The distance education and off-campus student enrollment has increased. This may be due in part to the additional online offerings and certificate opportunities presented by UMES to promote an alternative educational method for those that may not conveniently physically attend our on-campus offerings. UMES has also created additional 6-week sessions that are a part of the term which lends itself to the immersive instructional format.

(3) Workforce and Economic Development **(MFR objective 3.1, 3.2, 3.3)**

As a component of UMES' workforce plan, the number of teacher program completers has been a metric of great pride. The percentage of graduates that have completed the PRAXIS II has constantly remained at 100%. UMES understands the critical resource need for teachers in our current society and feels confident that we will continue producing successful completers to fill this gap. UMES plans to align itself with the USM "Next Steps," to work with faculty and leaders in its teacher education programs, as well as other local stakeholder groups, to further identify roadblocks to teacher recruitment and training. UMES plans to also increase the number of completers with double major complementing the education degree.

UMES also plans to increase the overall number of baccalaureate degrees annually with an additional plan to increase completers of STEM (Science, Technology, Engineering, and Mathematics) and healthcare related fields. The healthcare field areas are currently in the areas of Kinesiology, Pharmacy, Physical Therapy, Physician Assistant, and Rehabilitation and this spans the levels of bachelor's to doctorate degrees.

(4) Research and Community Engagement **(MFR Objectives 5.1, 5.2)**

As UMES continually strives to provide an environment for student and faculty success, an institutional challenge has been to work towards the Carnegie level Research 1 designation while maintaining our current Carnegie level Research 2 designation. UMES is continually raising funds with a new $60 million Capital Campaign which is the largest campaign in UMES history. UMES plans to utilize some of the private donations to allow students without sufficient resources the ability to attend through completion to a worthwhile career, as articulated by President Anderson. The fundraising goal was $3 million dollars and over $4 million has been received.

(5) Diversity, Equity, and Inclusion **(MFR Objectives 2.2)**

UMES is among the USM institutions with the most diverse student and faculty populations. Fall 2023 enrollment included 70% African American, 12% White, 5% two or more races, 5% Hispanic, 3% Foreign, 2% Asian, ≤ 1% Naive American, ≤ 1%Native Hawaiian, and 2% unknown. The original goal was to maintain a non-African American undergraduate student minimum population of 25% which UMES has met.

Similarly, the faculty include 36% African American, 38% White, 16% Asian, 4% Hispanic, ≤ 1% Foreign, 2% two or More Race, ≤ 1% Native Hawaiian/Pacific Islander, and < 3% unknown. UMES currently has plans to create training for faculty and staff on delivering content and information on various platforms and formats to ensure equal and meaningful access while also creating a pedagogy academy.

ADDENDUM

1. **In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.**

   UMES has implemented several initiatives to increase both the number of completers as well as increase the graduation rate. UMES understands that the number of completers and the graduation rate may be considered a byproduct of several sub initiatives addressing recruitment preparation, collegiate preparatory efforts, retention, academic pathways and academic preparedness. To that end, UMES has implemented several activities and workshops for both students and parents to prepare incoming students for college-life called our "Hawk Days." The UMES Summer Bridge program is a comprehensive, four-week program that provides participants the opportunity to earn full admission to UMES through a program comprising of enhanced instruction in reading, writing, mathematics, critical thinking, and study skills. Students will have experiential learning in areas of leadership training, career path development, and community engagement. In that completion truly requires the retaining of students, retention is a strategic goal of UMES. The retention efforts involve a few of the following: (1) the development of focus groups to obtain information to improve student support services, (2) the increase of support services such as tutors and writing center support, (3) the strategic assessment of various cohorts on an annual basis, and (4) increase greater cross constituency discussions between institutional key stakeholders. Academic initiatives involved the development of strategic cycling of course offerings like block scheduling with cohort progression as a guide. UMES also assesses its completion and graduation rates distinctly via academic programs. This information provides additional granular level data regarding each program's progress.

   These progressive activities have not led to an immediate increase to our 6-year graduation rate as we note a decline from 37% to 35%. The institution will continue to address these issues by constantly reassessing the success rates of our activities. The average graduation rate over the past 5 years is 41% while our 10-year average graduation rate is 37%. These overall graduation rate increases clearly illustrate the progress and growth of the institution.

2. **Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?**

   Yes, UMES is committed to the success of transfer students and has integrated this goal into its institutional strategic plan priority area that addresses "Access, Affordability, and Achievement." This institution plans to increase the number of transfer pathways by (1) assessing and increasing current Memorandums of Understandings (MOUs) and articulation agreements, and by (2) increasing the number of advisors. UMES promotes the utilization of ARTSYS, The Articulation System for Maryland Colleges and Universities. UMES regularly assesses the courses within the Student Information System (SIS) to ensure the accuracy of the information being presented through ARTSYS.

UMES annually analyzes the different student types within the institution as a metric within the student profile. The transfer student type is assessed in a 10-year sliding window format. This format allows for a greater assessment of progress especially considering the impact of the COVID-19 pandemic will be amongst the results.

3. **In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?**

As UMES addresses the equity gaps, assessment tools such as McGraw-Hill's ALEKS PPO have been implemented to identify student knowledge gaps. In that many of UMES' incoming students are first generation and from underserved communities, they are underprepared and additional resources above the normal are needed to elevate the students both academically and socially to a collegiate level. UMES also understands that the gap does not automatically equate to a lack of ability in our students. This is noted in our average graduation rate of 41% over the last 5 years, which is an increase over our 10-year average of 37%.

4. **How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?**

Students at UMES have been provided with internship opportunities at all levels from undergraduate to graduate programs. The students have been afforded internship opportunities on the campus through various grants such as the Department of Commerce Connecting Minority Communities Grant and within the UMES Information Technology department. Students are often encouraged to obtain internship and coop positions at government agencies, such as NASA or Aberdeen Proving Grounds, or even the U.S. Congress Information Technology department. Our teaching program has an inherent student teaching component throughout the community. Our Pharmacy and Healthcare professionals are required to participate in practicums, field placements, and clinical rotations at local hospitals, behavioral health organizations, schools, and pharmacies.

UMES has also provided open workshops and career counseling services to the students on a regular basis. These opportunities are often in combination with our annual institutional career fair where industry partners also provide employment skill workshops for students.

Here at UMES, the goal is for *all* students to "***Soar Above and Beyond.***"

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
United States Department of Agriculture	Development of the Next Gen Plant Breaders Workforce Through Minority Student Training in Modern Plant Biology & Crop Improvement Techniques	Development of the Next Gen Plant Breaders Workforce Through Minority Student Training in Modern Plant Biology & Crop Improvement Techniques	$ 40,000.00	2/15/2023	6/30/2024
United States Department of Agriculture	System Approach to Promote Learning & Innovation for the Next Generation (SAPLINGS) of Professionals & Leaders in Food, Agriculture, Natural Resources & Human Sciences	System Approach to Promote Learning & Innovation for the Next Generation (SAPLINGS) of Professionals & Leaders in Food, Agriculture, Natural Resources & Human Sciences	$ 1,026,450.00	11/1/2023	5/31/2028
United States Department of Agriculture	Increase the Supply of Trained Degree Recipients in the STEM Disciplines with Readiness for the Workforce – Phase II	Increase the Supply of Trained Degree Recipients in the STEM Disciplines with Readiness for the Workforce – Phase II	$ 30,000.00	2/15/2023	9/30/2024
United States Department of Agriculture	Generating and Sustaining the Next Generation of the Food, Agriculture, Natural Resources and Human Sciences Workforce through International Experiential Learning, Outreach & Engagement	Generating and Sustaining the Next Generation of the Food, Agriculture, Natural Resources and Human Sciences Workforce through International Experiential Learning, Outreach & Engagement	$ 10,000,000.00	6/1/2023	5/31/2028
United States Department of Agriculture	1890 Scholarships for Students in the Food & Agricultural of Science Disciplines at the University of Maryland Eastern Shore	1890 Scholarships for Students in the Food & Agricultural of Science Disciplines at the University of Maryland Eastern Shore	$ 1,026,315.00	7/15/2023	7/14/2027
Department of Transportation	Dwight David Eisenhower Transportation Fellowship Program (DDETFP)2023	Dwight David Eisenhower Transportation Fellowship Program (DDETFP)2023	$ 10,000.00	9/26/2023	8/31/2024
Alaska Airlines Group	Alaksa Airlines Group True North Pilot Development Program	Alaksa Airlines Group True North Pilot Development Program	$ 150,000.00	3/1/2022	12/31/2027
MHEC	Cyber Warrior Diversity Program 2024	Cyber Warrior Diversity Program 2024	$ 664,098.00	7/1/2023	6/30/2024
Department of Education	Center of Educational Excellence for Black Teachers	Center of Educational Excellence for Black Teachers	$ 1,815,181.00	1/1/2022	12/31/2025
National Aeronautics and Space Administration	Aerokats and Rover Education Network	Aerokats and Rover Education Network	$ 82,500.00	1/1/2022	12/31/2026
Lemelson Foundation	Implement the Engineering for One Planet Framework in the Engineering Program at the University of MD Eastern Shore	Implement the Engineering for One Planet Framework in the Engineering Program at the University of MD Eastern Shore	$ 99,836.00	1/1/2024	12/31/2025

National Aeronautics and Space Administration	Maryland Space Grant Consortium Proposal to the National Space Grant College and Fellowship Program	Maryland Space Grant Consortium Proposal to the National Space Grant College and Fellowship Program	$	110,970.00	3/8/2023	4/22/2024
Lockheed Martin Corporation	Lockheed Martin STEM Support	Lockheed Martin STEM Support	$	40,000.00	7/28/2020	12/31/2025
Partnership for Education Advancement	Partnership For Education Advancement Persistence Pilot Program	Partnership For Education Advancement Persistence Pilot Program	$	25,000.00	8/31/2022	6/30/2024
National Science Foundation	Louis Stokes Alliance for Minority Participation	Louis Stokes Alliance for Minority Participation	$	198,086.00	1/1/2023	12/31/2024
National Aeronautics and Space Administration	NASA Student Airborne Science Activation for MSI (SASA)	NASA Student Airborne Science Activation for MSI (SASA)	$	62,700.00	1/1/2021	12/31/2024
National Oceanic and Atmospheric Administration	OR&R/UMES Internship Program 2023-2024	OR&R/UMES Internship Program 2023-2024	$	7,200.00	9/15/2023	1/31/2025
Department of Energy	Pathways to Fusion-A Collaborative Center for Workforce Development	Pathways to Fusion-A Collaborative Center for Workforce Development	$	120,000.00	6/7/2023	5/7/2025
United States Department of Agriculture	Summer interdisciplinary research and extension active experiential team - learning horticulture program for underrepresented in FANH undergrad students at UMES	Summer interdisciplinary research and extension active experiential team - learning horticulture program for underrepresented in FANH undergrad students at UMES	$	474,500.00	4/1/2020	3/31/2025
United States Department of Agriculture	Advancing STEM in Agriculture in 1890 HBCU's via Team Active Experiential Work of College and High School Students with Travel Camp	Advancing STEM in Agriculture in 1890 HBCU's via Team Active Experiential Work of College and High School Students with Travel Camp	$	749,958.00	9/1/2023	8/31/2027
Howard Hughes Medical Institute	Howard Hughes Medical Institute 2022 DRIVING CHANGE INITIATIVE GT15970	Howard Hughes Medical Institute 2022 DRIVING CHANGE INITIATIVE GT15970	$	500,000.00	11/1/2022	10/31/2027
National Collegiate Athletic Association	Accelerating Academic Success Program	Accelerating Academic Success Program	$	100,000.00	8/18/2023	8/18/2024
Maryland Department of Health	PREP: College Based Peer Educator Project MD Depratment of Health FY24	PREP: College Based Peer Educator Project MD Depratment of Health FY24	$	30,000.00	7/1/2023	6/30/2024
			$	17,362,794.00		

USM - University of Maryland Eastern Shore

MISSION

The University of Maryland Eastern Shore (UMES), the State's Historically Black 1890 Land-Grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery, and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business, and health professions. UMES is a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first-generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the State, the nation, and the world.

VISION

UMES will strategically maintain its doctoral research university classification and serve as a national model for producing globally competent citizenry in the 21st century by: (i) providing access to high quality, values-based educational experiences, especially to individuals who are first generation college students of all races, while emphasizing multicultural diversity and international perspectives; (ii) recruiting and retaining outstanding students, faculty, and staff who will learn, work and conduct world class research and development engagements that address the challenges of the future; and (iii) creating a culture to develop a systematic approach to successfully close the student achievement gap.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Sustain, design, and implement quality undergraduate and graduate academic programs to meet the challenges of a highly competitive and global workforce.**

Obj. 1.1 Maintain a minimum passing rate on the Praxis II of 95 percent.

Obj. 1.2 Increase the percentage of students expressing satisfaction with job preparation from 77 percent in 2017 to 90 percent in 2024.

Obj. 1.3 Maintain the percentage of students expressing satisfaction with graduate/professional school preparation at a minimum of 90 percent in 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percentage of undergraduate students who completed teacher training and passed Praxis II	100%	100%	100%	100%	100%	100%	100%

Goal 2. **Promote and sustain access to higher education for a diverse student population.**

Obj. 2.1 Maintain the percentage of first generation students at a minimum of 40 percent through 2024.

Obj. 2.2 Maintain the percentage of non African-American undergraduate students at a minimum of 25 percent through 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Total undergraduate enrollment	2,556	2,277	2,081	2,178	2,466	2,540	2,616
Percentage of first-generation students enrolled	40%	44%	43%	42%	44%	45%	45%
Percentage of non-African-American undergraduate students enrolled	41%	42%	31%	25%	25%	23%	23%

USM - University of Maryland Eastern Shore

Obj. 2.3 Increase the number of students enrolled in courses using distance education technology from 1,700 in 2019 to 3,000 in 2024.

Obj. 2.4 Increase the number of students enrolled in courses at off-campus sites from 269 in 2019 to 350 in 2024.

Obj. 2.5 Maintain enrollment of economically disadvantaged students at a minimum of 43 percent through 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of students enrolled in distance education courses	1,574	1,097	894	1,018	1,334	1,500	1,650
Number of students enrolled in courses at off-campus sites	229	111	156	166	197	206	212
Percent of economically disadvantaged students	53%	58%	58%	51%	57%	55%	56%

Goal 3. Enhance quality of life in Maryland in areas of critical need to facilitate sustainable domestic and international economic development.

Obj. 3.1 Increase the total number of teacher education graduates from 15 per year in 2019 to 30 per year in 2024.

Obj. 3.2 Increase the number of students completing all teacher education programs from 7 in 2019 to 15 in 2024.

Obj. 3.3 Increase the total number of STEM (science, technology, engineering, mathematics) graduates from 166 in 2019 to 190 in 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Undergraduates enrolled in teacher education programs	19	34	27	28	34	36	40
Students who completed all teacher education programs	9	29	32	26	32	32	34
Number of graduates of STEM programs	145	145	127	130	85	100	115

Goal 4. Redesign and sustain administrative systems to accelerate learning, inquiry, and engagement.

Obj. 4.1 Increase the second-year retention rate for all UMES students from 66 percent in 2019 to 80 percent in 2024.

Obj. 4.2 Increase the six-year graduation rate for all UMES students from 46 percent in 2019 to 50 percent in 2024.

Obj. 4.3 Increase the second-year retention rate for all African-American students from 67 percent in 2019 to 80 percent in 2024.

Obj. 4.4 Increase the six-year graduation rate for African-Americans from 45 percent in 2019 to 50 percent in 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Second-year retention rates at UMES (or another public university in Maryland) for all students	68%	73%	61%	71%	62%	68%	70%
Six-year graduation rate from UMES (or another public university in Maryland) for all students	47%	43%	41%	37%	35%	39%	40%

USM - University of Maryland Eastern Shore

Second-year retention rate at UMES (or another public university in Maryland) for African-American students	68%	74%	67%	74%	62%	70%	72%
Six-year graduation rate from UMES (or another public university in Maryland) for African-American students	46%	43%	39%	38%	34%	38%	39%

Goal 5. Efficiently and effectively manage University resources and pursue public/private funds to support the enterprise.

Obj. 5.1 Raise $2 million annually through 2024.

Obj. 5.2 Maintain a minimum of 1 percent efficiency on operating budget savings (e.g., rate of operating budget savings achieved through efficiency measures) through 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Campaign funds raised ($ millions)	$2.9	$4.4	$9.2	$3.2	$4.0	$4.3	$4.5
Percentage rate of operating budget savings	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%

University of Maryland Global Campus
2024 Performance Accountability Report
Managing for Results

Mission

The mission of University of Maryland Global Campus (UMGC) is to inspire hope, empower dreams, and transform lives, one student at a time. We accomplish this by:

- Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world
- Providing our students with affordable, open access to valued, quality higher education
- Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose, and sharing our perspectives and expertise

Institutional Assessment

UMGC's mission is carried out through institutional goals and strategies designed to continually improve the institution's framework and the student learning experience. UMGC is committed to meeting the goals of access, success, and innovation in the 2022 State Plan for Higher Education as well as its Managing for Results (MFR) goals listed below:

MFR Goal 1: create and maintain a well-educated workforce,
MFR Goal 2: increase access for economically disadvantaged and minority students,
MFR Goal 3: maximize the efficient and effective use of State resources, and
MFR Goal 4: broaden access to educational opportunities through online education.

Accountability Goals, Objectives, and Performance Measures

State Goal 1: Access

As per the Maryland State Plan, this goal is to *ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents*. UMGC supports this goal through its MFR goals 2 and 4.

The specific objectives established to meet those MFR goals are referenced below. UMGC meets or exceeds each of these objectives.

MFR Objective 2.1: Maintain or increase the percentage of minority undergraduate students at 50 percent or greater and the percentage of African American undergraduate students at 25 percent or greater between fiscal year 2019 and fiscal year 2024.
- In FY24, 54% of undergraduate students enrolled at UMGC were minority students.
- In FY24, the percentage of African American undergraduate students enrolled at UMGC was 25%.

MFR Objective 4.2: Maintain undergraduate tuition for Maryland residents at an affordable level.

- UMGC's undergraduate resident tuition rate increased by just 2% between FY23 and FY24.

Examples of UMGC initiatives that have contributed to the goal of ensuring equitable access to affordable and high-quality postsecondary education for all Maryland residents include:

- UMGC has a university-wide goal for 65% of students to complete their FAFSA for the 2024/2025 school year. Completion rates from previous years average in the 45% range, which means that 55% of UMGC students may be missing the opportunity for scholarships and grants that can directly impact their ability to complete their degree. Tuition Coordinators will engage with students to assist them with FAFSA completion and overall funding.
- UMGC's School of Cybersecurity and Information Technology launched a bachelor's degree in applied technology in Fall 2023. This program is ideal for students who have some college credit but have not earned a credential.
- UMGC's School of Cybersecurity and Information Technology has also worked to lower the cost of some educational resources for students pursuing academic programs in cybersecurity or information technology, particularly in the heavily enrolled bachelor's degree in cyber technology.
- In addition to SMS and live chat, UMGC students can easily find assistance with financial matters by contacting one phone number or one email address. The Office of Financial Solutions fields all inquiries to these outlets and has the knowledge, access and resources to guide students to resolution. If escalation is required, the Financial Solutions team serves as a liaison between the student and the process owner team (i.e. Financial Aid or Student Accounts) through an established case process. For situations that do not allow resolution through one interaction, the student only needs to communicate with one member of the Financial Solutions team.
- UMGC's European division hosted multiple financial aid and FAFSA events and webinars on overseas U.S. military bases to ensure the military community (active duty, dependents, veterans) is aware of educational payment options and benefits.

State Goal 2: Success

As per the Maryland State Plan, this goal is to *promote and implement practices and policies that will ensure student success.* UMGC supports this goal through MFR goal 1.

The specific objectives established to meet this MFR goal are referenced below. UMGC exceeds each of these objectives.

MFR Objective 1.2: Maintain the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs at12,526.

- In FY24, the number of undergraduate students enrolled in STEM programs totaled 15,544, which is approximately 24% above the target set in MFR Objective 1.2. In FY24,

the total number of STEM bachelor's degree recipients totaled 3,299, an increase of approximately 13% over the prior fiscal year.

MFR Objective 1.3: Maintain the number of enrollments/registrations in courses delivered off campus or through distance education worldwide at the level of 322,107.

- In FY24, enrollment in courses delivered off campus or through distance education worldwide totaled 359,341, an increase of approximately 9% over the prior fiscal year.

Examples of UMGC initiatives that have contributed to the goal of ensuring student success include:

- The Success Coach program at UMGC has evolved to adapt to emerging student populations and needs. The overall mission of the Success Coach model was created to transform the segmented, disconnected, and reactive advising approach into a proactive model, fostering relationships with students centered around supportive interactions. The Success Coach Transformation project aims to further define model standards and increase measured effectiveness. Several operationally focused initiatives will be implemented, integrating industry best practices aligned with the National Academic Advising Association. The overall output of the project will focus on improving the capacity for relationship management, and the development of tools, training and assessments. Goals of the project include reducing the time required for training and onboarding staff by 30%, increasing the consistency of information delivered to students, and increasing student retention and success in course completion rates
- The Office of Student Success (OSS) is strategically focused on adding layers of support to segments of at-risk learners across the stateside student population. In partnership with assigned Success Coaches, several specialized groups will help keep these at-risk learners on track in their educational journeys through thought-provoking and supportive conversations, connecting these learners to the right resources at the right time, and celebrating their successes. Specialized teams include the HyperCare and StrongStart coaches who identify and connect with new students who are underprepared, lack early engagement, or have attempted to navigate the enrollment process through self-service. OSS is also partnering with InsideTrack, a strategic partner with a proven methodology for success coaching best practices. OSS will leverage these knowledge, skills, and abilities to create a sustainable model moving forward.
- The first year is the most critical time in a student's journey in higher education. Nationally, evidence shows that more than 50% of students who start college are no longer enrolled one year later and between 30% and 40% of all entering first year students are unprepared for college-level reading, writing, and mathematics. UMGC's First Year Experience program focuses on the implementation of a deliberate, student-centered undergraduate first year experience designed to support and empower incoming students as they embark on their learning journey. This initiative aims to provide a cohesive structure, personalized support, and tailored resources to address the diverse needs of new students. By fostering engagement, academic success, and a sense of belonging, this program endeavors to enhance student retention and pave the way for sustained achievement throughout their academic careers.
- The ABC Career Peer Mentor program offers peer mentors to address the challenges faced by UMGC students, particularly those working 40+ hours/week and first-

generation college learners. It will also broaden students' social access within the UMGC community and build a sense of belonging that drives persistence.

State Goal 3: Innovation

As per the Maryland State Plan, this goal is to *foster innovation in all aspects of Maryland higher education to improve access and student success*." UMGC supports this goal through MFR goal 4.

The specific objectives established to meet this MFR goal are referenced below. UMGC exceeds each of these objectives.

MFR Objective 4.1: Maintain the number of worldwide online enrollments at the level of 289,690, maintain the number of African American students enrolled in online courses at the level of 21,889, and maintain the percent of classes taught online at the level of 76 percent.
- UMGC's worldwide online enrollments reached 337,572 in FY24, which is approximately 17% above the target set in MFR Objective 4.1.
- The number of African American students enrolled in online courses in FY24 totaled 24, 7748, which is approximately 13% above the target set in MFR Objective 4.1.
- The percentage of UMGC classes taught online in FY 24 was 85%, which is approximately 12% above the target set in MFR objective 4.1.

Examples of UMGC initiatives that have contributed to the goal of fostering innovation within Maryland higher education include:
- To help grow enrollments, provide opportunity, and offer students increased flexibility, access, and options to achieve their educational goals, UMGC is offering a 2024 winter intersession. This approach capitalizes on the winter intersession model successfully offered overseas for many years in the UMGC Asia and Europe divisions. Winter intersession allows students the opportunity to accelerate their path to achieving their educational goals by taking an accelerated 4-week class in the period between the end of the fall academic term and the start of the spring term, while still being able to use federal financial aid, Department of Defense tuition assistance, and veterans' benefits. The courses offered in the winter intersession are undergraduate 3-credit hour classes, adapted from the standard 8-week session and specifically curated for a 4-week session. For the 2024 Winter Intersession, ten classes will be offered, in both a fully online and a hybrid format, with the hybrid classes held at various classroom locations across Maryland and the United States.
- UMGC is testing the live streaming of classes in Maryland to increase the university's ability to meet students' needs by providing them with additional flexibility and modality options beyond online, face-to-face or hybrid. This effort capitalizes on the live streaming approach used for years by the UMGC overseas divisions in Europe and Asia. At its essence, live streaming connects two classrooms at disparate locations. One classroom – designated the transmitting location – is a classroom with students and an instructor. The other – designated the receiving location – is another classroom with just students. Collaborative video-conferencing technology connects those two classrooms to

allow for synchronous, real-time interaction between the instructor and the students at both the transmitting and receiving locations. When launched in Maryland, live streaming will allow students in remote locations to have an in-person experience, with an instructor, without the necessity of traveling long distances to attend a class. For UMGC's large population of student-veterans using VA educational benefits, live-streaming meets the VA regulatory definition of "in-residence" instruction. This approval allows for payment of the housing allowance at the in-residence rate, which is higher than the online rate, to student-veterans whose educational benefits include a housing allowance.

UMGC's Responses to the 2024 Performance Accountability Report Prompts

1. **In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on the impact of those initiatives on completion rates.**

UMG has implemented the following initiatives to increase completion rates:
- The Reengage Partnership (Out 3+) is dedicated to rebuilding and strengthening supportive relationships that empower students to overcome both past and present barriers to their academic goals.
- Revisions to UMGC's required Program and Career Exploration (PACE) course have yielded increased success rates in all sessions since Spring 2024.
- Since January 2024, UMGC has interviewed 45 students who have provided feedback on PACE, Tutoring, the Effective Writing Center, the MyUMGC portal, the overall digital experience, and term registration. This feedback has led to updates to the student experience.

2. **Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?**

UMGC's required professional and career exploration course – PACE 111 – has multiple versions that are tailored to various academic disciplines, but transfer students with substantial higher education experience and credit are offered a condensed PACE course. One year ago, the eligibility to take PACE100 – the condensed version of PACE - in place of PACE111 was changed. As of the Fall term 2023, students must have at least 60 transfer credits and have only one chance to take and pass PACE 100. Students who do not complete the requirements for PACE 100 by the last day of the class or choose to withdraw from the course will be required to complete the full PACE 111 course. Success rates of PACE100 have increased 4% since this change was made. Transfer students with fewer than 60 credits continue to be supported in PACE111. Placing this additional requirement on transfer students has increased the focus on completion of this course and increased engagement, leading to more success for transfer students.

3. **In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?**

As a Minority Serving Institution, UMGC is acutely aware of the equity gaps that exist in higher education and that, despite our work to support all our students as much as possible, individuals from marginalized populations may encounter barriers to their success. UMGC's main challenge in this area was to carefully and thoughtfully identify the specific issues that students from marginalized populations encounter as they navigate higher education.

To address this challenge, UMGC engaged in an extensive Equity Audit project in March 2024 in collaboration with WGU Labs, sponsored by the Bill & Melinda Gates Foundation (BMGF). This comprehensive initiative involved data analysis, stakeholder interviews, surveys, and strategic planning to identify and address equity gaps within the university.

The results of this project identified the following areas to target in the work to eliminate equity gaps:
- creating a unified focus on early success
- boosting representation, deepening identity, and improving course design
- building greater coherence and expectations among faculty
- engaging more students with instructional resources and support
- improving and enhancing the learner experience around financial options

UMGC has already begun the work to address some of these areas. For example, new students must assimilate to UMGC and complete an array of tasks to ensure they are ready to begin their program. To accomplish this, they currently rely on a large volume of phone calls, texts, and emails to guide them through admissions, using the student portal, navigating the UMGC website, and completing orientation activities and their required PACE class. Currently, UMGC does not provide a comprehensive online view of where each student stands in their particular path toward program readiness. This type of tool is necessary to simplify complex processes and help new students understand what we expect of them, what we will do for them, and where they stand in each stage of the process, all while developing a sense of belonging, a feeling of confidence, and pride in being a student at UMGC. To achieve this, we plan to create a centralized online experience that new students can use as a reference along the path to becoming a successful learner at UMGC.

In addition, The UMGC Basic Needs Initiative aims to provide low-income, traditionally marginalized, and parent students within the intersections of these groups with multi-layered support services to remove systemic barriers and optimize their chances of educational success within three key areas: emergency relief, basic needs assistance, and parent student needs assessment and support.

4. **How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?**

UMGC Career Services ensures that graduates leave with employable skills through a comprehensive suite of resources and opportunities hosted on CareerQuest, UMGC's career

portal. The portal is designed to equip students and alumni with the skills and connections needed to succeed in their careers. Key components include:

- Job Board
- Webinars and Events
- InternPLUS
- Career Advising
- Community Connect
- CareerQuest
- Résumé and Interview Prep
- Career Exploration
- Career Guidebooks
- Career Video Library

5. **Please use the template attached and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success.**

This information is provided as required in the MHEC template.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.**
For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date	Notes
Department of Education	FIPSE Post-Secondary Student Success Program Grant	Maryland ABC's for Student Success	$216,000	January 1 2024	December 31 2028	Please note this is a subaward through the University System of Maryland. UMGC invoices for $50,000 direct costs plus $4000

USM - University of Maryland Global Campus

MISSION

The mission of University of Maryland Global Campus (UMGC) is improving the lives of adult learners. We will accomplish this by operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world.

VISION

UMGC will be a global leader in adult education focusing on career-relevant programs that enable students to realize their professional aspirations.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Create and maintain a well-educated workforce.**

Obj. 1.1 Increase the number of graduates employed in Maryland from 1,558 in fiscal year 2014 to equal to or greater than 1,600 in fiscal year 2019.

Obj. 1.2 Maintain the number of students enrolled in STEM (science, technology, engineering, and mathematics) programs at level of 12,526.

Obj. 1.3 Maintain the number of enrollments/registrations in courses delivered off campus or through distance education at the level of 322,107.

Obj. 1.4 Maintain or increase the level of student satisfaction with education received for employment.

Obj. 1.5 Maintain or increase the level of student satisfaction with education received for graduate school.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Total undergraduate enrollment	46,162	47,080	45,100	46,734	50,793	54,349	55,979
Total bachelor's degree recipients	6,663	7,637	7,904	7,843	8,400	8,988	9,258
Number of undergraduates enrolled in STEM programs	12,910	13,496	13,244	13,614	15,544	16,632	17,131
Number of baccalaureate graduates of STEM programs	2,571	2,855	3,029	2,928	3,299	3,530	3,636
Number of worldwide off-campus and distance education enrollments/registrations	327,359	347,050	328,185	330,785	359,341	384,495	396,030

Goal 2. **Increase access for economically disadvantaged and minority students.**

Obj. 2.1 Maintain or increase the percentage of minority undergraduate students at 50 percent or greater and the percentage of African-American undergraduate students at 25 percent or greater between fiscal year 2019 and fiscal year 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent minority of all undergraduates	51%	52%	53%	54%	54%	54%	54%
Percent African-American of all undergraduates	26%	26%	26%	26%	25%	25%	25%
Percent economically disadvantaged students	46%	46%	46%	45%	47%	47%	47%

Goal 3. **Maximize the efficient and effective use of State resources.**

Obj. 3.1 Maintain current annual rate of operating budget savings achieved through efficiency and cost containment measures at two percent.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.

USM - University of Maryland Global Campus

Percent of operating budget savings achieved through efficiency and cost containment measures	2%	2%	2%	2%	2%	2%	2%

Goal 4.   Broaden access to educational opportunities through online education.

Obj. 4.1   Maintain the number of worldwide online enrollments at the level of 289,690, maintain the number of African-American students enrolled in online courses enrollments at the level of 21,889, and maintain the percent of classes taught online at the level of 76 percent.

Obj. 4.2   Maintain undergraduate tuition for Maryland residents at an affordable level.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of worldwide online enrollments	286,376	312,123	305,402	311,745	337,572	361,202	372,038
African-American students enrolled in online courses	23,480	23,584	23,186	23,718	24,774	26,508	27,303
Percentage of courses taught online	75%	78%	84%	85%	85%	85%	85%
Undergraduate resident tuition rate per credit hour	$300	$300	$306	$312	$318	$324	$330
Percent increase from previous year	2%	0%	2%	2%	2%	2%	2%

Morgan State University

August 2024

Performance Accountability Report Narrative

Mission

Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

Morgan State University is, by legislative statute, Maryland's Preeminent Public Urban Research University. The goals and objectives in this Performance Accountability Report reflect the legislatively mandated mission as well as the six goals of the University's ten-year strategic plan entitled, *Transformation Morgan: Leading the Future: Strategic Goals 2021-2030.* Our strategic plan was approved by our Board of Regents in November of 2021 and includes six goals. This report addresses our progress towards these goals.

Institutional Assessment

Goal 1: Enhancing Student Success and Well-Being

Morgan strives to create an educational environment that enhances student success by offering new academic programs and holistic co-curricular activities in a welcoming, diverse and inclusive campus community.

For the fall 2017 cohort, the most recent year that MHEC has data, 42% of those students graduated from Morgan State University or other four-year institutions in Maryland within six years. For African American freshmen, the six-year graduation rate is 42%. The graduation rate of the university is higher than the 28% six-year rate predicted based on national data (i.e., UCLA Higher Education Research Institute); however, the university's goal is to increase graduation rate to 50% by 2025.

For the fall 2022 cohort, the most recent year that MHEC has data, MHEC has reported our first to second year retention rate as 68% overall and 69% for African American students. The University would like to point out that the MHEC rates are based on students' Social Security Numbers, which do not take into account students who did not provide their Social Security number because they do not use federal financial aid, students who do not have a Social Security number, or students whose Social Security numbers may have changed from the past year due to data entry errors. Using campus student identification numbers, the retention rate for the fall 2022 cohort was 71% and was 72% for African American students.

Morgan State University has a well-established approach to enhancing student success which supports the state-wide goals of increasing student access and success. Initiatives include: 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; and a Tutoring Center that offers one-on-one in-person and virtual peer tutoring. Understanding, however, the need for continuous improvement, especially in addressing the needs of the post-pandemic generation, the University continues to enhance its student success efforts. For summer 2024, we redesigned our summer freshman orientation program and look forward to seeing positive outcomes from this initiative. The University is also currently in the process of transitioning to EAB Navigate for advising and early alerts and has implemented the EAB Navigate 360 student app.

The Enrollment Management and Student Success division has continued with a 5th 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 such as students with low GPAs or students who are eligible for specific scholarships. 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.

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-seven 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 36% in 2019 to 38% in 2024. The University has begun initiatives to increase the success of our Pell recipients, and these efforts are described in the Institutional Response section of this report.

Beginning in 2020, 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. Morgan was able to help a good number of students to stay enrolled because of the changes to the withdrawal process; the new process will continue indefinitely.

While our updated strategic plan is to increase enrollment to 10,000 by fall 2030, we are actually on track to achieve this important milestone by fall 2024. Additional enrollment growth beyond the strategic plan objective is expected via the new College of Interdisciplinary and Continuing Studies which houses 18 programs from the bachelor's degree through the doctoral degree that are geared towards adult learners with some college credits who need pathways to earn their degrees. A Summer Accounting Academy program geared for high school and community college students has resulted in an increase in accounting majors.

Another new objective is to increase the number of undergraduates in research. The Association of American Colleges and Universities counts undergraduate research experience as a high impact practice that leads to increased student engagement, retention, and success. An Office of Undergraduate Research has been established to lead this effort. As the University continues to recover from the COVID 19 pandemic, we expect that the number of undergraduates participating in research will reach and surpass the pre-pandemic numbers.

Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. Currently, 6.4% of our student body are members of other racial/ethnic groups.

Morgan State University continues to expand services for transfer students. The newly restructured Office of Transfer Initiatives (OTI) has launched a process that allows students/advisors transparency in tracking the status of their transfer credit evaluation and has reduced the turnaround in transcript evaluation from 20+ business days to 5 business days. OTI has also hired an in-house advisor to support transfer students in addition to their School Transfer Coordinator; redesigned the online orientation and onboarding module for new transfer students and sponsored in-person New Transfer Student Welcome Days; and sponsored Welcome activities and engagements throughout the semester, including the celebration of National Transfer Student Week. The University also signed the Degrees to Succeed partnership with the Community College of Baltimore County, a dual admission program providing a streamlined admission and evaluation process. Additionally, we've implemented a transfer student portal that allows prospective students wishing to transfer to Morgan to review coursework that has already been articulated to see its applicability and submit new courses for review before applying to MSU.

The Office of Undergraduate Admission and Recruitment (OUAR) has expanded its recruitment efforts in out-of-state territories and modified its in-state recruitment philosophy to position the University to continue its enrollment growth. The percentage of applicants from Maryland urban districts out of all Maryland applicants has averaged 70% for the past six years.

Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. For the academic year 2023-2024, 228 bachelor's degrees were awarded in the STEM fields. Two initiatives with Google and Intel provide our STEM students with opportunities to work with these leading innovators in technology. Record enrollment has taken place in the newly launched BS in Cybersecurity Intelligence Management.

For the past several years, Morgan State University has continued to rate well in relation to its outcome quality indicators. Data from the Maryland Longitudinal Data System (MLDS) indicates that on average 43% of our bachelor's degree recipients after one year of graduation are included in the state workforce data available through MLDS. Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for careers with 71% rating job preparation as good or excellent. Additionally, Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the

University has prepared them for advanced degree programs with 66% of those attending graduate school rating preparation for advanced study as good or excellent. Undergraduate students at Morgan State University have continued their studies in graduate school or first professional degree programs. Based on survey results, graduate or professional school going rate has averaged 30% for the 2019-2024 period. Additionally, on average for the 2019-2024 period, 96% of employers expressed satisfaction with Morgan hires.

To support our student athletes, we have included a new objective to maintain a culture of academic achievement in athletics with at least 60% of student athletes earning a Grade Point Average of 3.0 or higher. Our current percentage of athletes at 3.0 or higher is 60%. In addition to academic support services available to all students, the Athletic Department also provides Study Halls for student athletes and the P.A.W.S. (Providing Athletes With Success Strategies) Program. P.A.W.S. is a "Life Skills" program designed to provide an optimum experience for every Morgan State student-athlete. P.A.W.S. focuses on the "total development" of the student athlete including academic, personal, career, service, and athletic development.

Goal 2: Implement Faculty Ascendency and Staff Development Initiatives

The University will implement a broad range of human resource development initiatives for the benefit of faculty and staff These initiatives will facilitate the ascendency of faculty to higher ranks and provide staff with progressive opportunities for professional development and merit-based promotions.

An engaged and highly qualified faculty and staff are essential to the accomplishment of our strategic goals. Currently, the University has two endowed professors. To support faculty ascendency, 9 Associate Professors were promoted to Professor during the academic year 2023-2024. The average number of Scholarly Publications for the past six years is 462. The average number of faculty and staff engaged in professional publications and creative activities for the past four years is 343.

Morgan State University's strategic plan delineates the University's objective to increase its online presence to better serve both traditional and non-traditional students. This objective ties directly to the Maryland 2022 State Plan for Higher Education goal of expanding access to quality higher education in the state. The percentage of faculty and staff at Morgan engaged in training to teach online has increased from 8% to 26% during the 2019-2024 period. Additionally, the number of faculty and staff with online courses has increased from 45 to 137 during the same period. This growth aligns with Morgan's strategic plan goal of faculty ascendancy and development, demonstrating a commitment to enhancing faculty capabilities and promoting professional growth through initiatives like Quality Matters (QM) and the Association of College and University Educators (ACUE) training.

Goal 3: Elevate Morgan's Status to Rl Very High Doctoral Research University

Over the next ten years, Morgan will emerge as an RI doctoral research university fully engaged in basic and applied research and creative interdisciplinary inquiries undergirded and sustained through increased research grants and contracts.

In Fiscal Year 2024 (FY2024), MSU's research enterprise received $88 million in new grants, cooperative agreements, and contracts. A portion of these awards are for research and development

(R&D). While the FY2024 expenditures have not yet been finalized, we estimate that the R&D expenditures will be approximately $50 million. Both new awards and expenditures show remarkable increases over the corresponding numbers in FY2021 and years prior to that.

Morgan now has an expansive research portfolio and is receiving funding from a variety of agencies, including the U.S. Department of Education, the U.S. Department of Health and Human Services, the U.S. Department of Defense, the U.S. Department of Commerce, the National Science Foundation, and the U.S. Department of Transportation.

Additionally, to ensure that our research is impactful for Baltimore City, Maryland, and the nation, we have created several new research centers such as the Center for Equitable Artificial Intelligence and Machine Learning Systems, the Center for Urban Health Equity, the Center for Urban Violence and Crime Reduction, and the Center on Urban and Coastal Climate Science Research. The research conducted by these centers will enhance equity, reduce disparities, and save lives.

The University has increased its full-time Post-Doctoral Research staff from 52 in FY2019 to 92 in FY2024. The University awarded 62 research and scholarship doctorates. Over the next few years, the University expects to hire 100 new tenure-track faculty.

Goal 4: Expand and Improve a Campus-Wide Infrastructure to Support Operational Excellence and Increase Overall Institutional Capacity

Morgan will advance new construction, capital improvement, deferred maintenance, and campus safety projects in keeping with the University's evolving master plan. The University will also implement an information technology plan to accommodate and optimize operational excellence in all aspects of its service delivery.

The Division of Institutional Advancement exists to advance the vision, mission and core values of Morgan State University. It also aims to foster a culture of philanthropy through strategic fundraising, communications and alumni engagement.

During fiscal year 2024, the Division of Institutional Advancement upgraded the constituent relationship management system which allows front-line fundraisers greater access to data on major donor prospects. The division is in the final stages of implementing an integrated prospect management infrastructure which will include strategically defining portfolios development staff for cultivation. In addition, donor prospects were screened using public data and predictive modeling to determine their propensity to make a major gift of $25,000 or more. Lastly, the unit is expanding its team with several open positions that will enhance capacity and result in raising additional funds. One of these positions, the Director of Development for the School of Engineering and the School of Business, is a new role that will directly support these two units with priority fundraising initiatives. Other open positions include Associate Vice President for MSU Foundation Operations, Assistant Vice President for Advancement Services & Donor Relations and Director of Donor Relations.

The fundraising results for fiscal year 2024 from private was $15.3M, and the alumni participation rate of 12%.

The campus has made progress in reducing energy consumption. The average decrease of electrical usage for the past six years is 5%. The average gas usage in 2024 declined by 28% from 2023.

This decline is mainly due to the ongoing implementation of an Energy Performance Contract which includes key natural gas usage reduction initiatives such as improved infrastructure. A plan was developed in fall 2021 to curtail gas usage and to continue to reduce the use of electricity campus wide.

The Division of Information Technology (DIT) improved resiliency, scalability and capacity of enabling technology services such as Virtual Desktop Infrastructure (VDI), endpoint device management, and patch management through strategic hybrid cloud infrastructure integration. In addition, the enterprise firewall upgrade was completed in fall 2023. A total of 667 computers were upgraded throughout campus in an effort to remove obsolete computers from the university's network and minimize risk. The Technology Refresh Program (TRP) funded the upgrade of 188 office desktop computers while grant funding was used to upgrade 399 computers in student labs and 79 instructor podium computers in classrooms.

Goal 5: Serve as the Premier Anchor Institution for Baltimore City and Beyond

Morgan will expand and deepen its role as a recognized anchor institution with broad social and economic impact. The University will engage community residents and officials in the application of knowledge and policy analyses derived from faculty and student research, an appropriate sharing of mutually beneficial resources and the deployment and utilization of University experts and professionals to address local and regional concerns in the areas of public education, housing, safety, employment and neighborhood revitalization. In this way, Morgan State University will serve as a dynamic epicenter dedicated to the generation, integration and dissemination of new knowledge as a driving force to effect policy and catalyze meaningful social change.

Morgan State University has a strong commitment to serve the residents of Baltimore City, Maryland, and the nation as evidenced by its numerous partnerships with local school, government agencies, businesses and industries, and community organizations. Over the course of the next ten years, Morgan expects to expand its partnerships with a focus on providing internships for Morgan's undergraduate and graduate students. Overall, Morgan executed 33 new partnerships in 2024 with other government agencies, businesses, industries, non-profit, and community organizations. Morgan's signature community service program is the Morgan Community Mile which serves neighborhoods in Northeast Baltimore that are within a 1-mile radius of the campus. This area includes nine communities encompassing 56 community associations.

Morgan State University's students also play an active role in the local area. This past academic year approximately 900 students participated in university sponsored internship and field experience classes. A recent economic impact study found that Morgan students provide over 20,000 hours of community service annually.

The University, with the help of state support, has established seven cross-school research centers that address research and manufacturing challenges through an interdisciplinary lens. These centers provide focal points for the development and transfer of new knowledge, technologies, processes, and equipment in a cooperative environment with academic, industrial, government, non-profit, and community organizations. Output from these centers will allow Morgan to serve as a dynamic epicenter dedicated to the generation, integration, and dissemination of new knowledge as a driving force to affect policy and catalyze meaningful social and technological change.

Goal 6: Accelerate Global Education Initiatives and Expand the University's International Footprint

Morgan will enhance its study abroad program and promote global awareness and intercultural competencies through its diverse curricular and co-curricular programs and activities. The University will also increase international student enrollment and leverage its ongoing presence in West Africa to develop effective and replicable models of excellence in international development and responsive, market-based educational service delivery in Latin America and the Caribbean nations.

The University continues to build back its enrollment of international students that was impacted by the COVID 19 pandemic and changes to federal international student policy. In 2024 the University hosted 336 international students. The University also is in the process of establishing additional partnerships with universities in Africa. Additionally, the University continues to build back its study abroad program which was impacted by COVID 19. In 2024, 145 Morgan students participated in Study Abroad programs, while 310 participated in the Virtual Exchange-COIL Study Abroad Program. The University expects to increase the number of faculty and staff engaged in both face-to-face Study Abroad programs as well as the Virtual Exchange-COIL Study Abroad Program.

Institutional Response

Responses to the prompts below follow.

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on the impact of those initiatives on completion rates.

We have a number of long-standing successful academic support and student retention initiatives such as our CASA Summer Bridge Program, an early alert system, and centralized first-year advising. One of our newer student success initiatives is the Second Year Experience program (SYE) which provides students with experiential learning opportunities and career coaching. Students who participate in SYE have higher second to third-year retention rates than students who do not. With help from a $1M JP Morgan Chase grant, we have exponentially increased the number of students participating in the program from fewer than 50 in 2018-2019 to over 500 in 2022-2023. Another new initiative is the addition of two Scholarship Coordinator positions to help our students identify and apply for external funding opportunities. To further support our students, we have also added several additional full-time academic advisors and are in the process of rolling out the EAB Navigate 360 student app, which will make it easier for students to access student success services and information. Additionally, we have reimagined our new student summer orientation program and are in the process of redesigning our first-semester orientation course to better support the needs of the post-pandemic generation. Finally, MSU has secured a $1.5 million grant with the National Institute for Student Success at Georgia State University which will support enhancements to our advising model; increase our effectiveness at utilizing data to support student success; and help us engage in proactive financial outreach to our students.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

MSU has invested significantly in transfer success over the past few years, including adding several new positions to support transfer evaluation, articulation and student advising; creating of an online onboarding and orientation module for all new transfer students in our learning management system; and sponsoring Welcome activities and engagements throughout the semester, including the celebration of National Transfer Student Week.

Our specific goals around transfer student success are:

Goal 1: Increasing transfer student participation in student organizations.
Measure: Partner with the Office of Student Life and Development to track transfer student participation in student organizations. We will also work to make a concerted effort to introduce transfer students to the organizations via social engagements and outreach.

Goal 2: Increasing transfer student use of university resources such as the Center for Career Development (CCD).
Measure: Cross-promote opportunities with the CCD to encourage transfer students to get an early and engaged start on internship and career opportunities. We have also made creating a Handshake account part of the new student orientation module; this will allow us to track how many students have completed this task and are actively using Handshake.

Goal 3: Streamline the path to degree completion.
Measure: We have added transfer advising to the Office of Transfer Initiatives; we are working closely with the Office of Student Success and Retention and using their model. This will include tracking all advising engagements and student outreach via EAB Navigate. This will allow us to quantify how often we engage with students to assist them with completing their degree requirements in as short a time as possible.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

Closing the achievement gap between Pell and non-Pell recipients has been a major focus as the University has continued to hone its student success efforts. While the overall six-year graduation rate has risen significantly over the past few years, including for Pell students, the gap in the graduation rate of Pell and non-Pell students has only closed slightly. The biggest challenge with eliminating this gap is the complexity of the reasons for the gap. Students may be facing financial challenges beyond paying for their educational expenses, such as food and/or housing insecurity. They may work numerous hours per week to support themselves and their families which may negatively impact their academic performance. They are more likely to be the first in their families to attend college and therefore to have less familial support in understanding how to navigate and succeed at a university. Additionally, they may be more likely to have attended schools that left them less academically prepared. We continue to work on enhancing our wraparound services to increase the success rates of our Pell students, and indeed of all our students. Such services implemented in recent years include implementing EAB Navigate, student success management system; utilizing Lumina Foundation's Beyond Financial Aid toolkit to provide students with information about resources that they may find useful in providing supplemental financial and social support; establishing the Growing the Future student emergency fund in 2020; and organizing a Food Resource Center to provide free, nutritious food to students. Currently, the

University is working with the National Institute for Student Success (NISS) at Georgia State to decrease the achievement gap between our Pell and non-Pell students through a multi-pronged approach.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

At our full-service Center for Career Development, we are dedicated to ensuring that our graduates are well-prepared to enter the workforce with the skills and experiences necessary to thrive in their chosen careers. Below are a few of the key opportunities we provide:

1. Internships and Experiential Learning Opportunities: We partner with a diverse range of industries to offer internships that provide hands-on experience in real-world settings.
2. Professional Development Workshops and Mock Interviews: Workshops cover topics such as resume writing, interview techniques, networking strategies, salary negotrnt10n, professionalism and job search tactics. We conduct mock interviews to help students gain confidence and receive constructive feedback to improve their performance in actual job interviews.
3. Career Counseling Services and Job Search Assistance: Our Career Specialists work one-on-one with students to explore career options, set goals, and develop personalized career plans. Our Career Specialists utilize an industry cluster model, allowing them to provide industry-specific guidance tailored to students' chosen fields. We also offer comprehensive one-on-one job search assistance.
4. Career Fairs and Networking Events: We organize annual career fairs and networking events, bringing employers to campus to meet with students.

5. Integration with Academic Programs: Our career development initiatives are closely integrated with academic programs to ensure that students receive a holistic education combining theoretical knowledge and practical skills.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date	*This column indicates that the award was a sub-award through another institution*
Department of Education	Postsecondary Student Success Program (PSSP)	TEACH ME Grant: "Technology Enhanced Academic Communication to Help in Math and English"	$1.78M (Morgan-subawardee)--total award amount $7.6M over four years (Georgia State-Principal awardee; University of Central Florida, sub-awardee)	2024-2025	2028-2029	
National Science Foundation		National Science Foundation Convergence Accelerator Track C: National Quantum Literacy Workforce Curriculum and Training Network	$ 911,483	9/15/2020	5/31/2022	
National Science Foundation		Studying the Implementation and Efficacy of an African-centered Pedagogy and Curriculum for the STEM Education of African American Learners	$ 200,000	7/1/2023	6/30/2025	
National Science Foundation		An Immersive GEO-Revolution Adventure Experience for HBCU Undergraduates RISE	$ 273,918	9/1/2023	8/31/2025	
Office of Naval Research		Broadening Participation of Underrepresented Groups in US Navy-Related Educational Experiences	$ 445,728	7/1/2023	6/30/2027	
Department of the Interior		CULTURAL COLLECTION INTERNSHIP PROGRAM	$ 10,000	6/1/2019	12/31/2022	
National Institute of Standards and Technology		National Institute of Standards and Technology (PREP) Consortium Gaitherburg Amendment 02	$ 218,133	4/1/2023	6/30/2024	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology (PREP) Consortium Gaitherburg Amendment 01	$ 312,968	4/1/2023	6/30/2024	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology (PREP) Consortium Gaitherburg	$ 735,000	4/1/2023	3/31/2028	Johns Hopkins University
National Institutes of Health		BRIDGE to the Baccalaureate Program at Morgan State University	$ 1,085,530	9/7/2022	7/31/2027	
NASA		LOX RP-1 Additively Manufactured Rocket Demonstrator for Pressure drop and Surface Property Enhancement	$ 50,000	8/2/2022	5/31/2024	
Department of Transportation		DWIGHT DAVID EISENHOWER TRANSPORTATION FELLOWSHIP PROGRAM (DDETFP)	$ 8,500	8/1/2023	9/30/2024	
Department of Transportation		DWIGHT DAVID EISENHOWER TRANSPORTATION FELLOWSHIP PROGRAM (DDETFP)	$ 10,000	8/1/2023	9/30/2024	
Department of Transportation		DWIGHT DAVID EISENHOWER TRANSPORTATION FELLOWSHIP PROGRAM (DDETFP)	$ 5,500	8/1/2023	9/30/2024	
Department of Transportation		Factors Affecting Electric Vehicle and Public Charging Infrastructure Adoption in Baltimore, MD	$ 80,000	10/1/2023	10/1/2024	Johns Hopkins University Center for Climate-Smart Transportation
Department of Transportation		Morgan State University's Dwight David Eisenhower Transportation Fellowship Program (DDETFP) Local Competition	$ 10,000	8/1/2022	8/31/2023	
Department of Transportation		Morgan State University's Dwight David Eisenhower Transportation Fellowship Program (DDETFP) Local Competition	$ 8,500	8/1/2022	8/31/2023	
Department of Transportation		Morgan State University's Dwight David Eisenhower Transportation Fellowship Program (DDETFP) Local Competition	$ 5,500	8/1/2022	8/31/2023	
Department of Transportation		Dwight D. Eisenhower Transportation Fellowship Program: Morgan State University Local Competition	$ 17,000	2/7/2022	8/31/2022	

National Science Foundation		Track 3: Mentoring for the Formation of Research Careers in Engineering. (M-FORCE)	$ 180,000	7/15/2023	6/30/2028	Regents of the University of Minnesota
NASA		STUDENT AIRBORNE SCIENCE ACTIVATION FOR MSI (SaSa)	$ 403,943	1/1/2021	12/31/2024	
National Science Foundation		Leveraging the Collective Strengths of e4usa and FiRST for Greater Impact on the Future Engineering Workforce	$ 260,871	4/15/2021	6/30/2023	
UDepartment of Transportation		Developing Transportation Engineering Graduates for Industry	$ 74,976	2/10/2021	2/9/2023	Pennsylvania State University
Health Resources and Services AdmiNational Institute of Standards and Technologyration		Howard University MSI H2P Project : Minority serving institutions HIV/HCV testing/counseling program that raises college students' awareness.	$ 35,000	10/1/2021	9/30/2022	Howard University
National Science Foundation		HBCU-RISE:Enhancing Research and Education Infrastructure in Bioenvironmental Science PhD program at Morgan State University: Microplastics in estuarine ecosystem	$ 999,999	2/1/2021	1/31/2024	
National Science Foundation		Evaluating an Innovative, Structured Teaching Assistantship Program: Impacts on Student Success and Career Readiness	$ 499,998	10/1/2023	9/30/2026	
USDA		Enhancing Teaching and Learnin g Capabilities in Flat Pattern Making Through the Development of Animation-based Technology Tool	$ 20,000	11/6/2023	4/30/2024	North Carolina Agricultural and Technical State University
National Science Foundation		Chesapeake Student Recruitment, Early Advisement, and Mentoring Program	$ 22,311	10/1/2020	9/30/2023	Chesapeake Research Consortium
Department of Defense		SCALE: A Microelectronic Workforce Development Produc on Project	$ 350,000	4/1/2023	3/31/2024	Purdue University
Department of Defense		Cyber Reliability Analysis of Software Defined Network Controllers	$ 183,000	8/18/2022	2/15/2024	BooZ Allen Hamilton
National Security Admiistration		Department of Defense CYSP 2022	$ 65,247	9/7/2022	9/7/2024	
Department of Defense/National Security Admiistration		Department of Defense Cyber, Scholarship Program	$ 68,735	9/2/2021	12/31/2022	
National Science Foundation		CyberCorps Scholarship for Service: Secure Embedded Systems	$ 3,184,625	7/15/2021	6/30/2027	
National Security Admiistration		2020 Department of Defense Cyber Scholarship Program	$ 161,602	9/16/2020	12/16/2021	
National Security Admiistration		2022 GenCyber Grant Program - Morgan State University	$ 148,863	6/23/2022	6/22/2023	
National Security Admiistration		Gen Cyber Females Are Cyber Stars	$ 100,000	3/1/2021	4/30/2022	
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program (PREP) Partnership #7	$ 411,324	6/27/2022	7/31/2023	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program (PREP) Partnership #6	$ 518,114	3/1/2022	6/30/2023	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program (PREP) Partnership #4 ($433,556) & #5 ($198,143)	$ 631,700	7/1/2022	6/30/2023	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program (PREP) Partnership #3	$ 61,622	7/1/2021	6/30/2022	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program Partnership #2	$ 407,396			Johns Hopkins University

Department of Education		Upward Bound at Morgan State University	$ 496,677	6/1/2021	5/31/2022	
Department of Education		UPWARD BOUND PROPOSAL 2022	$ 2,483,385	6/1/2022	5/31/2027	
National Science Foundation		Adapting an Experiment-centric Teaching Approach to Increase Student Achievement in Multiple STEM Discipline	$ 287,701	7/1/2019	4/30/2025	
National Science Foundation		Engage Globally: Tropical Plants Metabolomics Advanced Training Institute in Kenya, Africa.	$ 41,220	5/5/2021	5/31/2024	Bowie State University
National Science Foundation		Conference: HBCU-UP OPEN (CONFERENCE) QUANTUM LITERACY IN THE QUANTUM AI AGE: CLOSING THE HYPER-DISPARITIES GAP THROUGH DIVERSITY, EQUITY, AND INCLUSION FOR WORKFORCE DEVELOPMENT	$ 50,000	8/15/2022	7/31/2023	
National Science Foundation		National Science Foundation Convergence Accelerator - Track C: QuSTEAM: Convergent undergraduate education in Quantum Science, Technology, Engineering, Arts, and Mathematics	$ 100,000	10/1/2021	9/30/2023	Ohio State University
Department of Transportation/FRA		Development and Implementation of HBCU Based Railroad Engineering Program for Underrepresented	$ 2,362,288	11/1/2022	12/31/2026	University of Delaware
National Science Foundation		Cyber Training: Implementation: Small: Broadening Adoption of Cyberinfrastructure and Research Workforce Development for Disaster Management	$ 35,253	10/1/2023	9/30/2026	Texas A & M University
National Science Foundation		Distributed Learning for Undergraduate Programs in Data Science at Diverse Universities	$ 56,583	10/1/2022	9/30/2025	Embry-Riddle Aeronautical University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program Partnership #2	$ 407,395	6/17/2019	6/30/2021	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program Partnership #1	$ 161,490	6/17/2020	6/31/21	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program Partnership	$ 218,486	6/17/2019	6/30/2023	Johns Hopkins University
Department of Education		Establishing a Master of Science in Biomedical Sciences to Prepare Underrepresented Minority Students for Medical Schools	$ 1,995,000	6/1/2023	5/31/2026	
National Science Foundation		BOAST: Baltimore Online Algebra for Students in Technology	$ 16,545	3/13/2023	6/30/2024	Johns Hopkins University
Aerospace		Aerospace Corporate University Affiliation Program 2024	$ 56,500	10/1/2023	9/30/2024	
AFOSR		Air Force Aerospace Career Exploration Program (AACEP): Spring & Fall 2023 STEM Rocketry Camp	$ 85,000	4/1/2023	3/31/2024	Griffiss Institute
National Institutes of Health		Undergraduate research training for diversity in environmental health sciences	$ 39,138	12/1/2022	11/30/2025	Regents of the University of Michigan
National Institutes of Health		RISE REACHeS	$ 218,325	4/1/2023	3/31/2024	
National Institutes of Health		RISE REACHeS	$ 47,709	6/1/2021	5/31/2022	
National Science Foundation		Fostering Excellence as a Means to Increase Motivation and Persistence of Undergraduates in STEM	$ 999,531	9/1/2020	8/31/2025	`
National Science Foundation		An AGEP Historically Black Universities Model with Community College Teaching as a Platform for Underrepresented Minority STEM Doctoral Candidates in Faculty Careers- (Supplemental)	$ 32,000	9/1/2020	8/31/2027	

National Science Foundation		An AGEP Historically Black Universities Model with Community College Teaching as a Platform for Advancing Underrepresented Minority nSTEM Doctoral Candidates in Faculty Careers	$ 232,170	9/1/2020	8/31/2027	
NASA		Continuous Engagement of MSU Students in Designing and Building a Liquid Propellant Rocket	$ 22,700	3/22/2021	8/31/2023	Johns Hopkins University
National Institutes of Health		ASCEND Training Model to Increase Diversity in Biomedical Research	$ 8,560,215	9/26/2014	6/30/2024	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing the Center for Academic Success and Achievement (CASA)	$1,351,165.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Developing the Office of Transfer Student Programming	$307,700.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing the Office of Student Leadership and Engagement	$283,152.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Strengthening Student the Writing Center	$173,362.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Developing the Screenwriting and Animation (SWAN) Program	$142,587.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Developing the STEM Professional Development Academy	$169,583.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Community College Leadership Program	$566,698.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhanincing the Teacher Education and Professional Development School	$321,121.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	College Completion and Student Career Success Program	$378,681.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Further Creation and Development of Student Media	$305,494.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Hospitality Management Program	$122,418.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Center for Excellence in Teaching and Learning	$224,346.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing International Education through Experiential Learning	$441,022.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Improving Retention and Graduation Ratesof Science and Mathematics Students through Peer Mentoring	$167,518.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Pathways to Success and Completion: Enhancing Student Success and Well-Being	$3,301,440.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Pathways to Success and Completion for Transfer Students	$595,100.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Clara I Adams Honors College Along with Student Leadership & Scholar Development	$322,825.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Strengthening Student Writing Center	$397,192.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing the Screenwriting and Animation (SWAN) Program	$709,650.00	FY 2022	FY 2027	

Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Developing Center for Quantum Literacy and STEM Education (Q-STEM)	$380,633.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing School of Education and Urban Studies through Teacher Education and Professional Development Schools	$454,616.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing the School of Education and Urban Studies through the Community College Leadership Program	$1,194,780.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Developing the Center for Experiential Engineering Education Enhancements and Student Career Success (CEEEESCS)	$926,511.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Further Creation and Development of Student Media Platforms	$728,350.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing the Hospitality Management Program	$307,332.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Developing the Center for Innovative Instruction & Scholarship (CIIS)	$616,644.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing Student Success in International Education through Innovative Approaches to Global Experiential Learning	$1,072,777.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancement of Student Performance Using a Multidimensional Multi-Year Mentoring Program	$433,863.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Establishing A Multidisciplinary Mechatronics, Autonomous Systems and Control Laboratory	$312,506.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	Enhancing Graduate Programs in Mathematics and Science Education	$852,881.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	Building a More Diverse Graduate Health Workforce	$2,036,674.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	Strengthening the Engineering Graduate Programs	$686,277.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	Enhancing Science and Mathematics Graduate Programs	$893,240.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	The Development of Graduate Programs in the School of Business & Management	$633,629.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	Enhancing Graduate Education through Fellowships, Improving Graduate Research and Writing, and Enriching Graduate Student Life	$2,974,394.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	Increasing Diversity in Psychometrics Graduate Education and Workforce Preparation	$1,018,361.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part F Program	Advancing STEAM in Instruction and Research	$1,367,646.00	FY 2020	FY 2025	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part F Program	Enhancing Morgan Online - Accessible Strategies for Excellence in Online Education	$177,395.00	FY 2020	FY 2025	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part F Program	Expanding Graduate Social Work Education to meet 21st Century Needs	$1,274,735.00	FY 2020	FY 2025	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part F Program	Fulfilling the promise of the Applied Liberal Studies Program	$317,526.00	FY 2020	FY 2025	
National Science Foundation	Equity for Excellence in STEM (EES)	Implementation Project: PERSIST-Pathways to Enhance Retenion of Students in Science to Transition	$1,249,895.00	FY 2019	FY 2025	

Morgan State University

MISSION

Morgan State University is, by legislative statute, Maryland's premier public urban research university. Morgan serves the community, region, State, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities. These goals and objectives reflect the University's ten-year strategic plan, which focuses on the five strategic goals including: Enhancing Student Success and Well-Being, Implement Faculty Ascendency and Staff Development Initiatives, Elevate to R1 Very High Doctoral Research University, Improve Campus-Wide Infrastructure, Serve as a Premier Anchor Institution for Baltimore City and Beyond, and Activate Global Educational Initiatives and Expand International Footprint.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Enhance Student Success and Well-Being.

Obj. 1.1 Increase the graduation rate of Morgan undergraduates to 50 percent by 2027 and 60 percent or higher by 2030.

Obj. 1.2 Increase the graduation rate of Pell recipients to 45 percent by 2027.

Obj. 1.3 Maintain or increase the second-year retention rate of Morgan undergraduates to 70 percent or higher by 2027.

Obj. 1.4 Increase enrollment to 9,500 by Fall 2027 and 10,000 by Fall 2030.

Obj. 1.5 Increase the number of undergraduates in research by five percent a year by 2027.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Six-year graduation rate	46%	48%	47%	47%	42%	42%	43%
Six-year graduation rate of African-Americans	48%	48%	47%	45%	42%	42%	43%
Six-year graduation rate of Pell recipients	38%	42%	40%	38%	38%	40%	42%
FTE student-authorized faculty ratio	17.9:1	18.8:1	22.5:1	24.9:1	24.9:1	23.0:1	23.0:1
Average class size of first year course offering	26	28	31	30	30	30	30
Percent of first-year courses taught by tenured faculty	34%	31%	39%	32%	21%	33%	33%
Second-year retention rate	75%	77%	73%	71%	68%	72%	73%
Second-year retention rate of African-Americans	76%	78%	74%	74%	69%	73%	74%
Total enrollment	7,763	7,634	8,469	9,101	9,808	10,400	10,400
Number of Morgan Completes You Enrollment	N/A	N/A	N/A	62	125	150	300
Number of undergraduate students participating in research classes, campus research symposiums, or working as campus research assistants	153	117	93	144	204	225	250

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Total percent of diverse students enrolled	6.6%	6.9%	5.7%	6.5%	6.4%	7.4%	8.3%
Percent of Asian or Native Hawaiian students enrolled	0.9%	0.7%	0.3%	0.3%	0.4%	0.4%	0.6%
Percent of Native American students enrolled	0.1%	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%
Percent of Caucasian students enrolled	1.7%	1.6%	1.0%	0.9%	0.7%	0.8%	1.0%
Percent of Hispanic students enrolled	3.9%	4.4%	4.3%	5.2%	5.1%	6.0%	6.5%

Obj. 1.6 Increase the diversity of undergraduate students to 10 percent by 2027.

Obj. 1.7 Increase the number of new transfer students from Maryland community colleges to 212 by 2027.

Obj. 1.8 Maintain or increase the pool of college applicants to Morgan from urban school districts in Maryland at 60 percent of all Maryland applicants by 2027.

Obj. 1.9 Increase the number of bachelor degree recipients in science, technology, engineering, and math (STEM) fields to 270 by 2027.

Obj 1.10 Increase the number of degrees awarded in teacher education to 50 by 2027.

Obj 1.11 Increase the percentage of bachelor's recipients satisfied with education received in preparation for graduate/professional study to 85 percent by 2027.

Obj 1.12 Increase the percentage of bachelor's recipients satisfied with education received in preparation for the workforce to 85 percent by 2027.

Obj 1.13 Increase the percentage of employers satisfied with employees who are Morgan bachelor's recipients to 90 percent by 2027.

Obj 1.14 Maintain a culture of academic achievement in athletics with at least 60 percent of student athletes with a 3.0 grade point average or above.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of Maryland community college transfer students	161	116	73	168	103	176	200
Percent of freshman applicants from urban districts	74.0%	75.4%	68.3%	65.8%	64.6%	68.0%	68.0%
Percent of students accepted from urban districts	68.0%	71.2%	86.8%	82.9%	83.6%	83.0%	83.0%
Percent of students enrolled from urban districts	34.6%	25.3%	25.8%	25.0%	23.2%	27.0%	29.0%
Total number of STEM bachelor's recipients	361	319	265	247	228	266	273
Number of underrepresented minority STEM bachelor's recipients	195	231	207	209	184	227	232
Number of women STEM bachelor's recipients	112	106	102	104	100	126	133
Number of baccalaureates awarded in teacher education	51	71	50	27	44	50	52
Number of new hires teaching in Maryland schools	15	22	35	22	36	45	45
Percent of students who attend graduate/professional schools	45%	25%	31%	20%	15%	17%	20%
Percent of students rating preparation for graduate/professional school excellent or good	84%	66%	80%	81%	66%	90%	90%
Percent of bachelor's recipients employed one year after graduation	74%	84%	90%	90%	73%	90%	90%

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	2020	2021	2022	2023	2024	2025	2026
Percent of bachelor's recipients employed in Maryland one year after graduation	44%	19%	39%	43%	48%	50%	52%
Percent of students rating preparation for jobs excellent or good	68%	69%	76%	72%	71%	80%	85%
Percent of employers satisfied with employees who are Morgan bachelor's recipients	100%	98%	92%	90%	100%	100%	100%
Percentage of student athletes with a 3.0 GPA or above	62%	80%	62%	57%	60%	60%	60%

Goal 2. Implement Faculty Ascendency and Staff Development Initiatives

Obj. 2.1 Establish 10 endowed professorships to recruit, attract, and retain leading scholars world-wide by 2027.

Obj. 2.2 Increase scholarly publications and activities per full-time tenured/tenure track faculty to 3.5 by 2027.

Obj. 2.3 Use a mentoring framework to support and convert 70 percent of the associate professors to full professors by 2027.

Obj 2.4 Increase the percentage of faculty and staff engaged in professional development with emergent technologies on the science of teaching and learning, research and grant writing to 70 percent by 2027.

Obj 2.5 By 2027, conduct two professional development opportunities per year that support the health and wellness need of all employees.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of endowed professors	N/A	N/A	N/A	1	2	4	4
Number of faculty holding membership in the national societies	N/A	N/A	N/A	$7.0	11	11	12
Number of scholarly publications and activities by full-time tenured/tenure track faculty	219	226	240	746	1145	1150	1150
Number of faculty and staff engaged in professional publications and creative activities	452	464	470	184	49	100	120
Number of faculty engaged as Principal Investigators in funded research or contracts	67	71	78	94	172	180	190
Number of Associate Professors Promoted to Full-Professors	N/A	N/A	N/A	$9.0	9	10	11
Percentage of faculty and staff engaged in quality matters training	46%	59%	67%	70%	26%	28%	30%
Number of faculty and staff with online courses that meet Quality Matters standards	69	71	115	146	137	140	150
Percentage of the faculty and staff using open education resources	N/A	N/A	N/A	$0.1	33%	35%	37%
Percentage of new faculty and staff engaged in professional development on the science of teaching and learning	N/A	N/A	N/A	0.63	55%	60%	70%

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Number of faculty and staff engaged in training workshops on research and scholarship of grant writing	N/A	N/A	N/A	70	90	100	100
Number of professional development opportunities on safety, health, and wellness	N/A	N/A	N/A	41	44	55	55
Percentage of faculty and staff engaged in professional development on safety, health, and wellness	N/A	N/A	N/A	0.9	95%	97%	100%

Goal 3. Elevate to R1 Very High Doctoral Research University.

Obj. 3.1 Achieve total annual science and engineering research and development expenditures of $40 million by 2030.

Obj. 3.2 Achieve total annual doctoral conferrals per year of more than 110 by 2030.

Obj. 3.3 Achieve total annual full-time post-doctoral research staff to 140 by 2030.

Obj. 3.4 Increase the number of full-time instructional tenure track faculty to 300 by 2025.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
S&E R&D Expenditures	$16.9M	$18.9M	$25.2M	$32.1M	$35.0M	$46.0M	$49.0M
Non S&E R&D Expenditures	$0.27M	$1.7M	$4.3M	$6.1M	$15.0M	$8.0M	$9.0M
Total R&D Expenditures	$17.2M	$20.6M	$29.5M	$38.2M	$50.0M	$54.0M	$58.0M
Number of STEM research and scholarship doctoral degrees conferred	18	20	20	14	18	20	23
Number of humanities research and scholarship doctoral degrees conferred	4	5	5	2	5	5	7
Number of social science research and scholarship doctoral degrees conferred	0	0	0	0	0	0	1
Number of other research and scholarship doctoral degrees conferred	56	46	45	42	39	47	49
Total number of research and scholarship doctoral degrees conferred	78	71	70	58	62	72	80
Number of full-time post-doctoral research staff	49	65	102	111	92	129	130
Full-time instructional tenure track faculty	333	323	290	288	317	320	325

Goal 4. Improve Campus-Wide Infrastructure.

Obj. 4.1 Increase private and philanthropic donations to $50 million by 2027.

Obj. 4.2 Increase the alumni giving rate to 16 percent by 2027.

Obj 4.3 Reduce campus electricity usage by 7 percent by 2027 through effective conservation measures, persistent curtailment, and enhanced efficiency services.

Obj 4.4 Reduce campus natural gas usage by 5 percent by 2027.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Annual private and philanthropic donations (millions)	$73.5	$15.0	$25.0	$17.4	$15.3M	$15.0M	$15.7M
Annual alumni giving rate	14.0%	14.0%	14.0%	10.5%	12.0%	12.0%	13.0%
Change in electricity usage	-5.0%	-5.0%	1.0%	-5.0%	-12.0%	-14.0%	-16.0%
Change in natural gas usage	32.0%	10.0%	28.0%	-5.0%	-28.0%	-28.0%	-28.0%

Goal 5. Serve as the Premier Anchor Institution for Baltimore City and Beyond.

Obj. 5.1 Expand mandatory internships for undergraduate and graduate students placed in non-profit agencies and organizations from 150 to over 200 in collaboration with Morgan's Second Year Experience Program by 2027 and 300 by 2030.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of new partnerships	12	8	39	35	33	37	35
Number of students who participated in university-sponsored internship and field experience courses	546	900	1,031	1,064	900	1,000	1,100

Goal 6. Activate Global Educational Initiatives and Expand International Footprint.

Obj. 6.1 Enroll 500 international students by 2027 and 800 by 2030.

Obj. 6.2 Increase and sustain annual student participation in study abroad and experiential global learning activities (both face-to-face and virtual) from 2 percent to 7 percent of total enrollment by 2030.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of international students enrolled	512	349	310	360	336	380	400
Number of international partnerships	1	0	0	0	0	1	1
Number of students participating in the face-to-face study abroad program	0	0	34	83	145	200	250
Number of students participating in the virtual exchange-COIL study abroad program	46	180	284	211	310	350	400
Number of faculty engaged in the face-to-face study abroad program	0	0	7	12	25	35	40
Number of faculty engaged in the virtual exchange- COIL study abroad program	1	8	4	14	10	12	15

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Number of staff engaged in the face-to-face study abroad programs	0	0	2	2	4	7	10
Number of staff engaged in the virtual exchange- COIL study abroad program	2	4	3	3	3	4	5

NOTES

ST. MARY'S COLLEGE OF MARYLAND

1. MISSION

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

2. INSTITUTIONAL ASSESSMENT

A. Analysis of Goals and Objectives *(Aligned with State Plan Goals)*

Goal 1: Ensure a high quality and rigorous academic program. *(Success, Innovation)*

Objective 1.1: SMCM places intentional emphasis on student completion of high-impact practices (HIPs), setting aggressive targets and providing opportunities to meet them. Students in the Class of 2024 completed a record number of HIPs (average of 4 experiences per student and 95% completed three or more), meeting or surpassing both targets (100% completing at least two and 80% completing at least three HIPs). This increase likely reflects both the first full class to graduate under the LEAD curriculum, which emphasizes experiential learning, and continued recovery from the decline of two pandemic-affected graduating classes. SMCM continues to actively increase HIP opportunities for all students, particularly internships, research experiences, and international experiences, three HIPs that are guaranteed as part of the Honors College Promise.

> *Peer Benchmarks:* The National Survey of Student Engagement (NSSE) periodically releases benchmarks regarding the completion of HIPs among graduating seniors at institutions participating in the survey. The most recent data, released in 2020, reports that 87% of seniors at participating Carnegie Baccalaureate Arts & Sciences institutions completed two or more HIPs. SMCM's rate among graduates has exceeded this for the past eight years (2020 level, 99%; five-year average, 98%). *(Source: NSSE)*

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. Full-time faculty continue to teach the great majority (86%) of undergraduate credit hours. Since 2020 there has been an increase in part-time faculty, largely due to SMCM's engagement of expert practitioners in a variety of fields to teach courses in the professional pathways course sequence of the LEAD curriculum. Students benefit from learning with these professionals while taking the majority of their traditional coursework with full-time faculty. Finally, the undergraduate student-faculty ratio has been at 10:1 for the past three years, below the target of 12:1 and more financially sustainable than the 9:1 ratio reported in 2020 and 2021. The increase in part-time faculty teaching the professional pathways courses has contributed to keeping the student-faculty ratio low; without those adjunct faculty, the ratio would be approximately 10.5:1.

Peer Benchmarks: According to the most recent available data (Fall 2022), SMCM has the lowest (most favorable for the student experience) student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, which average 14:1. The SMCM student-faculty ratio is fourth lowest among the 28 Council of Public Liberal Arts Colleges (COPLAC) institutions, which also average 14:1; and is on par with Maryland private institutions and peer institution's average of 10:1, and aspirant institutions which average 9:1. *(Source: IPEDS Data Center)*

Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff. *(Access, Success)*

Objective 2.1: The percentage of incoming students who identify as students of color has remained at or above 30% for the past five years, a substantial and sustained improvement from about a decade ago when the percentage averaged only 20% (data not shown). Over the next two years, we expect to meet the target of 33% which was reset two years ago. Entering class targets were exceeded for first generation college students for the seventh consecutive year, for the out-of-state population for the third consecutive year, and for Pell recipients for the fourth out of the past five years. Encouragingly, the percentage of out-of-state students has slowly been rising and is expected to hold steady above the target of 10% for the next few years. High school academic performance of the entering class remains strong; the average GPA of incoming students (3.49, unweighted) continues to surpass the target of 3.40, and is projected to hold steady at this level with the next entering class.

Objective 2.2: Both four-year graduation rates (Fall 2020 cohort graduating by Summer 2024) and six-year graduation rates (Fall 2018 cohort graduating by Summer 2024) were below targets for all groups. Note that graduation targets for students of color, African American students, first generation students, and Pell recipients were reset to aspirational levels two years ago to reflect SMCM's commitment to narrowing equity gaps in student success. SMCM will focus on providing all students with resources and strategies to support timely graduation, with particular emphasis on students from these historically underrepresented groups. Reaching certain early academic milestones is crucial for students to make timely progress toward their degree, and we will be implementing additional ways for advisors and academic support staff to support student attainment of these milestones by students. In addition, we will continue to offer online courses during both the Summer and Winter terms to provide students with a convenient means of earning additional credits in between the traditional fall and spring semesters, and to explore how to make these terms more accessible. For entering first generation students, we continue to support the growth of the *Sum primus* ("I am first") program which offers extended pre-orientation activities, focusing on academic, financial, social, and cohort-building activities. Finally, SMCM's strategic plan, *The Rising Tide,* contains initiatives aimed at improving student retention and persistence to graduation, including expanding access to global opportunities, promoting holistic student wellness and belongingness, increasing student leadership activities, and enhancing student advising and degree-planning experiences.

Peer Benchmarks: Based on the most recent national comparison data available (FY20), SMCM's overall four-year graduation rate (60% for the 2016 entering cohort graduating by 2020) exceeded or equaled those of other COPLAC institutions and other Maryland public and private four-year institutions, and was close to rates at SMCM's peer institutions, many

of which are private. The average four-year graduation rate at aspirant institutions (all private) represents a benchmark well above our target. As shown below, SMCM's four-year graduation rates for African American and Hispanic students were often above the corresponding rates at other COPLAC and Maryland public and private institutions but fell below the comparison rates at peer institutions. Benchmark four-year graduation rates for Pell recipients are not available from IPEDS.

Because of the lag in reporting four-year graduation rates to IPEDS, additional comparison data are shown below from 42 Baccalaureate Arts & Sciences institutions (all private) that participate in the Higher Education Data Sharing Consortium (HEDS). These data are three years more recent than IPEDS (2019 cohort graduating by 2023) and additionally include Pell student data. These comparisons reveal that SMCM's four-year graduation rates for all groups lag behind these private institutions, similar to the findings in IPEDS when compared with peer and aspirant institutions. *(Sources: As shown in tables below)*

Four-Year Graduation Rates, FY20 (Fall 2016 cohort)

Institution(s)	N	Overall	Students of Color	African American	Hispanic
SMCM	1	60%	49%	48%	44%
COPLAC	28	40%	33%	29%	35%
MD Public	11	31%	28%	26%	30%
MD Private	9	60%	55%	46%	58%
Peer	12	65%	60%	55%	60%
Aspirant	6	86%	82%	83%	81%

Source: IPEDS Data Center

Four-Year Graduation Rates, FY23 (Fall 2019 cohort)

Institution(s)	N	Overall	African American	Hispanic	Pell
SMCM	1	56%	41%	52%	48%
Bacc A&S	42	63%	52%	59%	59%

Source: Higher Education Data Sharing Consortium

For six-year graduation rates, the most recent comparison data available (FY22) reveal that SMCM's overall rate in that year (71%, for the 2016 entering cohort) equaled or exceeded that of other COPLAC, Maryland public and private, and peer (primarily private) institutions. As shown below, SMCM's six-year rates for African American, Pell recipients, and need-based aid recipients also met or exceeded rates at COPLAC and Maryland public institutions, but were more variable in comparison to Maryland private and peer institutions. *(Source: IPEDS Data Center)*

Six-Year Graduation Rates, FY22 (Fall 2016 cohort)							
Institution(s)	N	Overall	Students of Color	African American	Hispanic	Pell	Need-Based Aid
SMCM	1	71%	60%	59%	50%	65%	64%
COPLAC	28	52%	46%	41%	47%	47%	49%
MD Public	11	49%	47%	46%	51%	46%	47%
MD Private	9	67%	64%	55%	68%	65%	66%
Peer	12	72%	69%	63%	69%	69%	70%
Aspirant	6	90%	87%	88%	86%	88%	89%

Source: IPEDS Data Center

Objective 2.3: The second-year retention rate continues to fluctuate, falling slightly to 81% in FY24. While still not meeting the target, this year's retention rate still exceeds many benchmarks, and retention is a key focus of *The Rising Tide* strategic plan.

> *Peer Benchmarks:* Based on the most recent data available (FY23), SMCM's first-to-second year retention rate last year (82%) continued to exceed those of COPLAC institutions (average = 71%), Maryland public four-year institutions (average = 72%), Maryland private institutions (average = 76%), and peer institutions (average = 81%), many of which are private. Retention rates at aspirant private institutions averaged 92%, supporting SMCM's aspirational target of 90%. *(Source: IPEDS Data Center)*

Objective 2.4: SMCM continues to work to maintain a diverse faculty and staff. Gender parity was slightly down in FY24 for the first time in seven years but is expected to return in FY25. Employee diversity targets were reset to 33% two years ago to match the student diversity goal, and this goal was nearly met this year (31%) for full-time staff. SMCM has been making slow but steady progress toward this goal in the faculty; 60% of the ten newly hired faculty in FY25 are faculty of color, and recent efforts to advance an inclusive learning environment (the Ross Fellows cluster hire initiative) and diversify search processes are expected to assist with continuing to improve toward the target.

Objective 2.5: Between FY14 and FY20, SMCM met or exceeded the target of an entering class that contains 20% transfer students each year, but the percentage fell to 17% in FY21 and has remained under the target since then. We believe this is directly related to the enrollment challenges at community colleges – SMCM's primary source of transfer students – since the pandemic, and we will continue to devote resources toward recruiting transfer students, such as the establishment of a Director of Transfer Recruitment, Admission, and Services position and bringing together transfer services into one unit in 2023.

Objective 2.6: Among transfer students, the three year-graduation rate (62%, Fall 2021 entering students graduating by Summer 2024) exceeded the target for the fourth time in five years, while the four-year graduation rate (62%, Fall 2020 entering students graduating by Summer 2024) fell below the target after three years of exceeding it. It is likely that transfer students who entered in Fall 2020, at the height of the pandemic, experienced particular challenges to persistence, as seen in this cohort's similarly low three-year graduation rate last year (56%). However, analysis of all transfer students' degree progress suggests that this is a localized drop for the Fall 2020 cohort,

as other projections for three- and four-year graduation rates remain high over the next two years. Continued development and refinement of articulation agreements with Maryland two-year institutions will facilitate transfer students' timely progress toward the baccalaureate degree.

Peer Benchmarks: Benchmark information for transfer student four-year rates is available from IPEDS, but with quite a delay. The most recently available data is from transfer students who entered during 2014-15 and graduated by 2018. In that year, SMCM's four-year graduation rate for transfer students (70%) met or exceeded the average rates for Maryland public (50%) and private four-year institutions (68%), COPLAC institutions (53%), and peer institutions (71%). The average at aspirant institutions was 90%. *(Source: IPEDS Data Center)*

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

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

Objective 3.2: Both four-year and six-year graduation rates among students receiving need-based aid (Pell grant or Direct Stafford loan) were low this year, similar to other cohort groups as discussed above for Objective 2.2. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. On the other hand, the leading indicator of retention to the second year, while not meeting the target of 90%, remained steady at 83% and was above the all-student level of 82%.

Peer Benchmarks: Discussed under Objective 2.2 above.

Goal 4: Increase student contributions to the Maryland community and to the state and national workforce. *(Success, Innovation)*

Objectives 4.1, 4.2, 4.3, and 4.4: Community service participation in FY21 did not meet the target for the fifth year in a row after many years of consistently higher levels. It is unclear whether this is a lingering effect of the pandemic, changes in student priorities, or related to the availability of community service opportunities. SMCM's current strategic plan contains a pillar focusing on community engagement, and specifically outlines a plan to expand community leadership and service opportunities for students. As part of the plan, a Director of Community Relations position was created and filled in 2024. Internship participation recovered from the decline of previous years with 49% participation which surpassed the 45% target. This is likely attributed to the continued expansion of the professional skills component of the LEAD curriculum and expanded support for internships both on and off campus. The six-month employment rate slightly declined this year (65%); however, there was an increase in the six-month continuing education rate (30%) for the Class of 2023, which continued to surpass the target. Together, these shifts suggest that SMCM graduates remain on target for success after graduation; a total of 95% of graduates are either employed or continuing their education, consistent with the past two years.

Peer Benchmarks: Benchmarks for the six-month employment and continuing education rate come from the nationally administered First Destination Survey and are for Carnegie Baccalaureate Arts & Sciences institutions. For the Class of 2022, the most recent graduating class for which benchmark data is available, SMCM's employment rate was 67% and the national rate was 68%, while SMCM's continuing education rate was 28% and the national rate was 20%. The total Career Outcome Rate (rate of graduates with a "positive career outcome", such as employment, continuing education, fellowship, or service experience) for the SMCM Class of 2022 was 96%, exceeding the national rate of 91%. These numbers illustrate that SMCM graduates enjoy a high rate of post-graduate success, and are more likely than similar college graduates nationwide to choose to continue their education (rather than enter the job market) just after graduation. *(Source: National Association of Colleges and Employers (NACE) First Destinations for the Class of 2022 Report)*

B. Response to Commission Questions

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

The College has instituted several initiatives in a mindful effort to increase completion rates.

- Analysis of retention and graduation data among SMCM students revealed strong positive impacts of several common academic milestones which are associated with increases in completion rates ranging from 9 to 35 percentage points compared to students who did not complete the milestones. These increases are even greater among students from underrepresented groups. Identification of these most impactful milestones led to the implementation of a "16 to Succeed" campaign which has been promoted to students and advisors beginning in Fall 2021, encouraging students to take and complete 16 credits each semester. An annual academic majors and minors fair was implemented in 2021 to increase awareness of academic options. Since then, the percentage of students meeting each milestone has increased, as shown in the table below, as has retention to the second year.

Milestone (% meeting)	FA21 cohort	FA22 cohort	FA23 cohort
Attempt 16 credits 1st semester	90%	95%	96%
Attempt 16 credits 2nd semester	69%	75%	80%
Complete 32 credits 1st year	49%	53%	61%
Declare major 4th semester	69%	71%	75%
Retention to Second Year	**82%**	**83%**	**86% *(prelim)***

- The recent addition of a compressed, online Winterim term in 2020-21 has expanded opportunities for students to catch up on credits and fulfill missing requirements. Analysis of Winterim supports its success in advancing degree completion. The percentage of students who were on track for graduation increased by 75% after Winterim in 2022, while the percentage of students behind on credits decreased by 40%.

- Several initiatives in the College's strategic plan, *The Rising Tide,* focus on supporting student completion rates. These include an emphasis on wellness (physical, social, and mental); expansion of student support teams and a student success center; cultivation of a sense of belonging; and additional financial support for high-impact practices such as international experiences, internships, and research and creative experiences.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

The College monitors graduation rates of transfer students at the three-year and four-year mark. Goals are for 60% of transfer students to graduate within three years, and 70% within four years. As discussed above, SMCM has met these goals for the majority of the past five years and is on track to continue to meet them over the next few years. Recently this analysis has been expanded to investigate persistence and completion patterns among transfer students at varying incoming GPA levels, in order to identify where support resources can best be directed. To support transfer students, in 2023 SMCM established a Director of Transfer Recruitment, Admission, and Services position and brought together transfer services into one unit, and will be redesigning the new transfer student orientation programs.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

SMCM is committed to supporting the State's goals of access, success, and innovation, all three of which figure prominently in our mission statement. We are proud to offer a rigorous liberal arts education with a low student-to-faculty ratio at a fraction of the cost of small private liberal arts colleges, our closest programmatic peers. Our identity as the National Public Honors College underscores our commitment to provide access to a high-quality education. However, our biggest challenge in meeting these goals is resources, both financial and human capital. Offices such as the Office of Student Success Services, the Wellness Center, the Office of Student Life, the Office of Accessibility Services, and the Office of Equity Programming struggle with not having sufficient staff positions to expand their student support and enrichment programs to better address equity gaps.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

St. Mary's College of Maryland ensures graduates leave with employable skills through a combination of courses, coaching, and connections offered by the Center for Career & Professional Development (CCPD), such as:
- **Professional Pathway Courses**: Part of the LEAD curriculum, this three-semester course sequence prepares students for the transition from college to career, focusing on career-readiness competencies identified by the National Association of Colleges and Employers (NACE).

- **Internship Opportunities:** These provide hands-on professional experience, allowing students to apply classroom knowledge in real-world settings. Internships can be paid or unpaid, for credit or not, and can take place on or off campus.
- **Career Coaching:** Career coaching for college students is designed to help them navigate the transition from academia to the professional world, and is offered in such areas as career discovery, resume building, interview preparation, job search strategies, and soft skills in professional development.
- **Career & Internship Fairs:** Held twice a year, these fairs host employers from local, regional, national, and international organizations. Attendance is required for students in the professional pathway courses as part of their professional development.
- **Employer Visits, Networking Events, and Panels**: The college hosts on-campus employer visits, and brings students to employers for day-in-the-life experiences and networking. Additionally, CCPD hosts leaders from specific career fields to meet with students, share their experiences, and provide mentoring opportunities.
- **Mentor-a-Seahawk:** The program connects students with alumni professionals to provide networking opportunities as well as career guidance and advice, including mock interviews, resume reviews and industry insights.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
National Science Foundation	REU	Archaeological Investigations of Colonial Maryland	$ 368,278	4/1/2020	12/31/2024
National Science Foundation	RCN-UBE	Biologists and Graph Interpretation: Professional development for an online curriculum to foster data literacy and value diverse	$ 10,000	10/15/2021	9/30/2026
Maryland Department of Education	Postsecondary Education Improvement Fund	Catalyzing Marine Science	$ 900,000	9/1/2022	8/31/2025
National Science Foundation pass-thru Skidmore College	IUSE	Developing Scientific Practices with Flexible and Inclusive Course-Based Undergradute Research Experiences Utilizing Paper	$ 52,883	10/1/2022	9/30/2025
National Science Foundation	RCN-UBE	Faculty Fellow in the Malate Dehydrogenase CUREs Community	$ 2,350	9/1/2023	9/30/2026
American Association for the Advancement of Science	Science and Technology Policy Fellowship	Science and Technology Policy Fellowship	$ 94,199	9/1/2023	8/31/2025
National Science Foundation	IUSE	Developing Modernized Data Science Instruction in Psychology Curricula	$ 297,988	7/15/2023	6/30/2026
National Science Foundation	IUSE	Collaborative Research: Broadening Instructional Innovation in the Chemistry Laboratory through Excellence in Curriculum	$ 1,017,324	2/15/2024	1/31/2029

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KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

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

Obj. 1.1 All graduating students will participate in at least two high-impact practices, and at least 80 percent of the graduating class will participate in at least three high-impact practices. High-impact practices are defined by the Association of American Colleges & Universities (AAC&U).

Obj. 1.2 Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.

Obj. 1.3 Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent of the graduating class successfully completing at least two high-impact practices	99%	95%	97%	99%	100%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	82%	72%	76%	83%	95%	95%	95%
Percent of all full-time faculty who have terminal degrees	98%	98%	97%	96%	93%	95%	95%
Percent of undergraduate credit hours taught by full-time faculty	87%	82%	80%	84%	86%	86%	86%
Undergraduate student to faculty ratio	9:1	9:1	10:1	10:1	10:1	10:1	10:1

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

Obj. 2.1 Recruit a qualified and diverse entering class with the following attributes: Average high school grade point average (GPA) of at least 3.40 (4 point scale), enrollment of students from historically underrepresented racial/ethnic groups at least 33 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.

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Obj. 2.2 Achieve and maintain 4-year graduation rates for all students (70 percent), students from all historically underrepresented racial/ethnic groups (65 percent), African-American students (65 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (65 percent). Achieve and maintain 6-year graduation rates at 80 percent for all students and all student subgroups, including students from all historically underrepresented racial/ethnic groups, African-American students, Hispanic students, first-generation students, and students with a Pell Grant disbursed during their first semester.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Average high school GPA	3.38	3.44	3.45	3.50	3.49	3.50	3.50
Percent of entering first year class who identify as members of historically underrepresented racial/ethnic groups	34%	32%	31%	31%	30%	32%	33%
Percent of entering first year class who originate from outside of Maryland	6%	9%	11%	13%	14%	12%	14%
Percent of entering first year class from first generation households	23%	25%	21%	25%	28%	22%	25%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	22%	24%	18%	20%	22%	20%	20%
Four-year graduation rate for all students	60%	58%	60%	56%	60%	65%	66%
Four-year graduation rate for students from historically underrepresented racial/ethnic groups	49%	44%	41%	50%	49%	59%	61%
Four-year graduation rate for African-American students	48%	38%	37%	41%	54%	62%	49%
Four-year graduation rate for Hispanic students	44%	44%	42%	52%	50%	52%	65%
Four-year graduation rate for all first generation students	53%	44%	57%	44%	53%	53%	58%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	58%	43%	58%	46%	56%	64%	61%
Six-year graduation rate for all students	72%	73%	71%	68%	70%	65%	69%
Six-year graduation rate for students from historically underrepresented racial/ethnic groups	67%	64%	60%	54%	53%	56%	59%
Six-year graduation rate for African-American students	51%	69%	59%	44%	42%	51%	68%
Six-year graduation rate for Hispanic students	74%	58%	50%	52%	58%	56%	53%
Six-year graduation rate for all first generation students	64%	71%	63%	58%	67%	55%	58%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	62%	76%	65%	48%	67%	59%	64%

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

Obj. 2.4 The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goals for full-time faculty and staff will be: 33 percent from historically underrepresented racial/ethnic groups and 50 percent women.

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

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

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
First to second-year retention rate	85%	83%	85%	82%	81%	86%	86%
Percent of all full-time tenured or tenure-track faculty who identify as members of historically underrepresented racial/ethnic groups	15%	16%	18%	19%	21%	23%	25%
Percent women of all full-time tenured or tenure-track faculty	52%	51%	50%	50%	48%	50%	50%
Percent of all full-time (non-faculty) staff who identify as members of historically underrepresented racial/ethnic groups	28%	27%	30%	27%	31%	33%	33%
Percent women of all full-time (non-faculty) staff	57%	57%	58%	61%	60%	60%	60%
Percentage of entering fall class who are transfer students	21%	17%	18%	15%	14%	15%	17%
3-year graduation rate for all transfer students	69%	68%	64%	56%	62%	76%	82%
4-year graduation rate for all transfer students	69%	74%	74%	70%	62%	69%	80%

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

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

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

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	78%	84%	78%	78%	82%	80%	80%
First-to-second year retention rate for students receiving need-based aid in the first semester	81%	79%	87%	84%	83%	84%	84%
Four-year graduation rate for students receiving need-based aid in the first semester	56%	54%	54%	46%	57%	64%	65%
Six-year graduation rate for students receiving need-based aid in the first semester	68%	69%	64%	63%	62%	54%	65%

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

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

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

Obj. 4.3 The rate of employment within six months of graduation will be at least 67 percent.

Obj. 4.4 The rate of continuing education (at any level) within six months of graduation will be 25 percent.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent of graduating seniors who will have performed community service while at SMCM	63%	50%	39%	37%	40%	42%	45%
Percent of graduating seniors who fulfilled a paid or unpaid internship	45%	44%	47%	38%	49%	50%	50%
Employment rate of graduates within six months of graduation	58%	53%	61%	67%	65%	67%	67%
Percent of graduates continuing their education (at any level) within six months of graduation	30%	34%	35%	28%	30%	30%	30%

ANNE ARUNDEL COMMUNITY COLLEGE

SECTION 1: MISSION

With learning as its central mission, Anne Arundel Community College (AACC) responds to the needs of our diverse community by offering high-quality, affordable, accessible, and innovative lifelong learning opportunities.

Vision
Anne Arundel Community College is a premier learning community that transforms lives to create an engaged and inclusive society.

Values
Anne Arundel Community College's values are Community and Relationships, Opportunity, Positivity, Innovation and Creativity, and Equity and Inclusion.

SECTION 2: INSTITUTIONAL ASSESSMENT

MHEC Prompts
Question 1: In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

Equity-minded completion is at the forefront of AACC's student success efforts; it has been the focus of the College's two most recent strategic plans and is recognized as an institutional priority. In reviewing institutional metrics regarding completion over the last five years, the College's overall completion rate has improved from 21.5% to 27.3%, a 5.8% increase (source: AACC IPEDS data). Particularly, when analyzing completion rates by student characteristics, the equity gaps have been narrowed. For example, aligned with national data, African American male students are identified as a vulnerable group in earning college credentials. Over the last four years, the completion rate for African American male students improved from 9.2% to 16.6%, a 7.4% increase (source: AACC IPEDS Data).

The increased completion rates and narrowed equity gaps are largely attributed to strategic initiatives undertaken by the College. In FY 2022, the College launched an Enrollment, Retention, and Completion Council (ERCC), a college-wide team designed to manage essential enrollment management policies, procedures, practices, and protocols through a data-driven, collaborative process that infuses stakeholder voices. An African American Male Success Team was formed as part of the ERCC to identify factors that may positively or negatively impact African American male students and implement and assess initiatives to increase their success.

Question 2: Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

To measure transfer success, one of the College's key performance indicators for the strategic plan is the percentage of students who have transferred within one year after graduating from

AACC. The goal of 58.0% was developed based on historical data generated by linking AACC graduate data with the enrollment data retrieved from the National Student Clearinghouse. The most recent data for FY 2022 graduates show a transfer rate of 44.8%.

AACC has active transfer agreements with 25 four-year institutions, including 11 Maryland public, six Maryland independent, and eight out-of-state colleges and universities. To date, these agreements have established 122 transfer pathways, creating a seamless curriculum that allows students to have direct pathways into bachelor's degree programs, with junior status. As one of the largest community colleges in Maryland, AACC takes pride in serving as a transfer pipeline to four-year institutions in the state. Over the last ten years, 13,586 students have successfully transferred to the University of Maryland system.

In addition, the Office of Planning, Research, and Institutional Assessment (PRIA) developed an interactive dashboard that demonstrates the academic programs AACC students are enrolled in and their transfer destination at four-year institutions. The College performs a comprehensive program review every four years to evaluate and improve its academic programs. In collaboration with PRIA, academic departments use data dashboards, including transfer rates by program, to collaborate and reflect on academic quality, align resources, and inform improvements. In FY 2024, the Educational Policies and Curriculum Committee conducted a college-wide course learning outcomes audit. Over 400 courses were audited, resulting in accurate course learning outcomes being included in the online AACC catalog. This promotes transparency in transfer and articulation agreements with a variety of stakeholders, including partner institutions

Question 3: In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

The biggest challenge to the College as it attempts to eliminate equity gaps is to examine the factors that influence course success. In reviewing institutional metrics regarding equity gaps in completion, and aligning with related literature, achieving early academic momentum is critical for delivering equitable outcomes.

To better understand student success and design strategies to eliminate equity gaps, the College implemented section-level data reviews in FY 2023. As of spring 2024, 39 courses with 3,149 sections, were reviewed and 346 full- and part-time faculty who taught these sections were involved. This data review stimulated discussions on academic planning for optimal course offerings, modalities, and section lengths for highly enrolled courses, and reinforced a focus on equity-mindedness rather than deficit-mindedness at the College.

Question 4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

To ensure AACC students graduate with employable skills, the Sarbanes Center for Career and

Civic Engagement supports students with 1) exploring careers through assessments and interpretations, choosing a major, career planning, and providing information on occupations, wages, and labor market information, 2) preparing for the workforce with job and internship search strategies, résumé writing, interview preparation, networking, and connecting with employers, and 3) gaining experience with internships and service-learning. In FY 2024, the Sarbanes Center conducted 755 résumé reviews; onboarded 340 new employers to AACC's online student job board and posted 749 new jobs and internship opportunities; and 238 students participated in credit-based internships (source: AACC PRIA).

As part of the program review process, the College systematically examines its academic offerings and enhances the curriculum to meet evolving market demands and employer needs. For example, in FY 2024, the School of Science, Technology and Education created a new transfer degree in Data Science and a new transfer degree/certificate in Cloud Computing, which prepares our students with employable skills in the evolving technology sector. After conducting extensive research on workforce needs in the healthcare industry, the School of Continuing Education and Workforce Development launched a new Integrated Education and Training program. Its curriculum was developed in collaboration with the Johns Hopkins Community Physicians team and addresses the critical need for linguistic diversity in our local healthcare workforce.

Additionally, the College has external advisory boards for schools and programs, partnerships with workforce development boards, and collaborations with numerous organizations and businesses in the community to enhance student learning beyond the classroom and civic participation.

Overview

In FY2021, AACC launched its new strategic plan: *Engagement Matters II: Excellence through Innovation (FY2021-2025).* The plan includes an intentional and focused approach to institutional assessment as the College continues to emphasize equity in its objectives of excellence, engagement, innovation, and resources.

The institutional focus on access, equity, high-quality learning opportunities, and completion aligns well with the goals of the 2022 State Plan for Postsecondary Education. The three overall institutional goals of the College's strategic plan are (1) Engagement & Entry – increase engagement with students, employees, and the community; (2) Progress and Growth – increase progress, growth, and connection of students and employees; and (3) Retention and Completion – increase retention and completion of all students.

Student Characteristics
AACC serves an increasingly diverse student population. In fall 2023, 45.2% of the credit student body identified as nonwhite students compared to 40.5% in fall 2020 (Ind. 11a). Like Anne Arundel County, the greatest growth by percentage at the College is among Hispanic/Latino students, who in fall 2023 were 11.8% of the credit student population up from 9.3% in fall 2020 (Ind. H-a).

The majority of AACC's student population attends part-time, comprising 73.7% of enrolled

credit students (Ind. A-b). In FY 2023, 25.1% of credit students were first-generation college students (Ind. C). Credit students with developmental education needs at entry in fall 2023 were 36.0%, the highest point during the last five years (Ind. B). Regarding the age of credit students in fall 2023, 31.3% were 25 years of age or older (Ind. F-a.). Of continuing education students, 85.3% were 25 years of age or older in FY 2023 (Ind. F-b).

State Goal 1 – Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

The College is committed to attracting and retaining a diverse array of students to its programs, eliminating barriers to success, and responding quickly to the needs of the community. AACC offers over 100 credit degrees and 75 certificate programs, and extensive lifelong learning opportunities, including noncredit continuing professional education courses, to a diverse population seeking career training or retraining, working to boost basic skills, or pursuing new areas of interest.

As a public, comprehensive, open-admission institution committed to affordable education, the Board of Trustees recognizes the significance of keeping tuition and fees for credit and continuing education programming affordable. The College's tuition and fees as a percentage of tuition and fees at Maryland public four-year institutions have remained stable, below 45% (Ind. 7-b).

The AACC Foundation expands private philanthropy and cultivates partnerships to enhance the College's ability to support students and initiatives that strengthen the community. In FY 2023, the AACC Foundation raised $3.25 million in new gifts for scholarships and college programs. Additionally, the Office of Sponsored Programs also secured $2.5 million in grant resources to support college programs.

To improve access and affordability, in FY 2023, donors established 19 new scholarships, a record number of new scholarship funds for a fiscal year. Working closely with the College leadership, the AACC Foundation created a new scholarship to help candidates for the nursing program overcome financial barriers that negatively impact program enrollment and student completion. Over $75,000 in gifts were received from donors to provide emergency support for nursing students. Due to these intentional efforts, the enrollment of nursing students increased from 407 in fall 2022 to 443 in fall 2023. Particularly, the percentage of nursing students representing minoritized ethnic groups increased from 41.6% to 47.9%, and first-generation college students increased from 41.7% to 44.4% during the same period.

Regarding credit students needing financial assistance, 36.7% received some form of loans, scholarships and/or need-based financial aid (Ind. E-a), which seems to be significantly lower than the previous years. This is due to the large number of students who received assistance from the Higher Education Emergency Relief Fund and Governor's Emergency Education Relief Fund in FY 2022, which supported continued access and success for students during the COVID-19 pandemic. The percentage of students who received Pell grants is stable; 18.4% of credit students received Pell grants in FY2023 (Ind. E-b).

Through the College's close partnership with Anne Arundel County Public Schools (AACPS), high school students can earn AACC credit through pathways of dual enrollment, articulated credit, and proficiency programs. Credits from these program pathways support the transition from completion of high school programs of study into college degrees and certificate programs.

With the passing of the Blueprint for Maryland's Future legislation in 2021, AACC is poised to provide affordable and high-quality education to dually enrolled high school students. In fall 2023, there were 1,889 high school students enrolled at the College, 91% from AACPS, 1% from other Maryland public schools, 3% from Maryland independent schools, and 5% from homeschool. In FY 2023, 2,314 unduplicated high school students were enrolled in 5,004 courses earning a total of 14,473 credits at AACC (source: AACC PRIA).

It is worth noting that the College continues to improve access to dual enrollment for AACPS English for Speakers of Other Languages (ESOL) students. In 2023, a cohort of 15 Annapolis High School ESOL students participated in a dual enrollment summer program on the Arnold campus. In this second iteration of the program, students took courses featuring bilingual instruction in both Spanish and English in the themes of multilingual leadership, professional networking, and college preparation.

Indicators positively influencing access include:
- The total annual unduplicated headcount in FY2023 (27,388) increased compared to FY2022 (26,044) (Ind 1-a).
- The annual unduplicated headcount of credit students in FY2023 (15,644) increased compared to FY2022 (15,555) (Ind 1-b).
- Annual unduplicated headcount of continuing education students in FY2023 (12,303) increased compared to FY2022 (11,049) (Ind 1-c).
- Market share of part-time undergraduates increased from 65.8% in fall 2022 to 69.4% in fall 2023 (Ind. 3).
- Market share of recent, college-bound high school graduates increased from 51.5% in fall 2021 to 55.2% in fall 2022 (Ind. 4).
- Annual enrollments in credit hybrid courses increased from 4,144 in FY2022 to 4,448 in FY2023 (Ind. 6-c).
- Unduplicated annual enrollment headcount in continuing education community service and lifelong learning courses increased from 3,915 in FY 2022 to 4,765 in FY 2023 (Ind. 8-a) and annual course enrollments increased from 17,977 to 19,349 (Ind. 8-b) during the same period.
- Increase in unduplicated annual headcount in continuing education basic skills and literacy from 2,640 in FY 2022 to 2,900 in FY 2023 (Ind. 9-a).
- Increase in annual course enrollments in continuing education basic skills and literacy courses from 5,041 in FY 2022 to 5,410 in FY 2023 (Ind. 9-b).
- Between fall 2020 and fall 2023, the percentage of nonwhite credit enrollment increased from 40.5% to 45.2% (Ind. 11-a).
- Between fall 2020 and fall 2023, the percentage of nonwhite continuing education enrollment increased from 36.7% to 46.2% (Ind. 11-b).
- Between fall 2020 and fall 2023, the percentage of nonwhite service area population, 15 or older increased from 31.8% to 35.5% (Ind. 11-c).

- The percentage of minorities (nonwhite) of full-time administrative and professional staff increased from 17.5% in fall 2022 to 20.9% in fall 2023 (Ind.13).

The College continues to work on the following indicators to reach its benchmarks:
- Market share of first-time, full-time freshmen decreased from 41.2% in fall 2022 to 38.3% in fall 2023 (Ind. 2).
- Annual enrollments in credit online courses decreased from 42,015 in FY2022 to 32,910 in FY2023 (Ind. 6-a).
- Annual enrollments in continuing education hybrid courses decreased from 1,041 in FY2022 to 1,030 in FY2023 (Ind. 6-d).

State Goal 2 – Success: Promote and implement practices and policies that will ensure student success.

AACC strives to create a welcoming and accepting climate that supports the growth and success of all students. The College is realizing positive momentum in retention rates, successful-persister rates, and graduation transfer rates by completely redesigning the student experience with intentional scaling of equity-focused student success interventions in the strategic plan.

Indicators positively influencing student success include:

- Increase in the Fall-to-Fall retention rate for college-ready students from 64.4% for fall 2021 cohort to 65.3% for fall 2022 cohort (Ind. 14-d).
- Increase in successful-persister rate after four years for developmental non-completers from 62.5% in fall 2018 cohort to 64.3% in fall 2019 cohort (Ind. 16-c).
- Increase in successful-persister rate after four years for Black/African American students from 84.6% to 88.7% and Asian students from 93.8% to 97.3% (Ind. 17-b-c)
- Increase in successful-persister rate after four years for Hispanic/Latino students from fall 2018 (83.5%) to fall 2019 (92.5%) (Ind. 17-d).
- The graduation-transfer rate after four years for developmental completers in the fall 2019 cohort increased to 64.0% from the fall 2018 (59.2%) cohort (Ind. 18-b).
- The graduation-transfer rate after four years for developmental non-completers in the fall 2019 cohort increased to 42.9% from the fall 2018 (31.3%) cohort (Ind. 18-c).
- Graduation-transfer rate after four years increased for Black/African American students increased from 58.7% to 60.7% during the same period (Ind. 19-b).
- First-year GPA of 2.0 or above at transfer institution increased from 86.2% in AY 2021-22 to 88.7% in AY 2022-23 (Ind. 21)

The College continues to work on the following indicators to reach its benchmarks:
- Fall-to-Fall retention rate for Pell grant recipients decreased from 62.2% for fall 2021 cohort to 52.4% for fall 2022 cohort (Ind. 14-b)
- Decrease in the Fall-to-Fall retention rate for developmental students from 55.3% for fall 2021 cohort to 52.1% for fall 2022 cohort (Ind. 14-c).
- The graduation-transfer rate after four years for college-ready students decreased from 76% in fall 2018 cohort to 68.2% in fall 2019 cohort (Ind. 18-a).

- Graduation-transfer rate after four years decreased for Asian students from 75.0% to 69.9%, and Hispanic/Latino students from 59.0% to 58.5% (Ind. 19-c-d).

State Goal 3. Innovation – Foster innovation in all aspects of Maryland higher education to improve access and student success.

To address student needs, the College offers courses in a variety of modalities. In addition to traditional face-to-face courses, students can be engaged in synchronous and asynchronous online courses, online blended, hybrid, and hybrid synchronous course formats. The innovative pedagogical practices provide flexibility for students and make it easier for students to fit a college education into their schedule.

AACC offers 10 credit academic programs in the health professions requiring external licensing and/or certification upon completion. Two programs had 100% pass rates in FY2023 (Medical Laboratory Technician and Radiological Technology). Three programs had pass rates over 90%: Nursing-RN (98.1%), Practical Nursing (95.5%), and Therapeutic Massage (90.0%) (Ind. 23). Further, an AACC education contributes to a student's social mobility. The median annualized income for career program graduates from one year prior to graduation to three years after graduation improved from $54,232 for FY2019 graduates to $59,169 for FY2020 graduates (Ind. 25).

Other indicators positively influencing innovation include:
- Annual course enrollments increased in continuing professional education leading to government or industry-required certification or licensure from 2,928 in FY2022 to 3,181 in FY2023 (Ind 27-b.)
- Unduplicated annual headcount in contract training courses increased from 2,630 in FY2022 to 3,205 in FY2023 (Ind. 28-a).
- Annual course enrollments in contract training courses increased from 3,963 in FY2022 to 5,181 in FY2023 (Ind. 28-b).

The College continues to work on the following indicators:
- Graduates employed within one year decreased from 75.0% for FY2021 graduates to 73.0% for FY2022 graduates (Ind. 24).
- Enrollment in continuing education workforce development courses decreased on both unduplicated annual headcount and annual course enrollments. The unduplicated annual headcount decreased from 5,457 in FY2022 to 5,389 in FY2023 (Ind 26-a). For this same time period, annual course enrollments decreased from 12,647 to 11,726 (Ind. 26-b).
- Enrollment decreased in continuing professional education leading to government or industry-required certification or licensure unduplicated annual headcount from 1,854 in FY2022 to 1,644 in FY2023 (Ind 27-a.)

SECTION 3: COMMUNITY OUTREACH & IMPACT

In FY 2024, the College proudly launched the first Chesapeake Region AI Hackathon, a five-day innovation marathon that drew over 100 participants including technologists, students, and entrepreneurs from Anne Arundel County and beyond. The event centered on the theme "AI for

Good," focusing on how artificial intelligence can be harnessed to create positive social impact. Participants developed AI-driven solutions for Uneo Health, a local non-profit started by Anne Arundel Community College alumni. The primary project was to expand Uneo Health's services through AI chatbots, which are intended to enhance patient interaction and service delivery, showcasing how technology can directly benefit our community.

In collaboration with Anne Arundel Workforce Development Corporation, AACC's Entrepreneurial Studies and Business Management departments offered a free one-week summer Entrepreneurship Bootcamp for 18 Anne Arundel County middle school students. Students learned about business formation, marketing, and management and had the opportunity to participate in a shark-tank style business pitch on the last day of camp.

In addition, the College's Police Academy plays a crucial role in fostering community engagement and public safety through its robust community service initiatives. As part of their comprehensive training, cadets actively participate in various community service projects, including organizing neighborhood events and activities, local food, clothing and supply drives, and supporting public safety education programs in schools. These activities not only enhance their practical skills but also strengthen ties between law enforcement and the communities they will serve. This hands-on experience allows cadets to understand the importance of community trust and collaboration in maintaining public safety, aligning with the College's mission to create positive and lasting impacts within our local area.

The Volunteer Tax Income Tax Assistance program through the College's School of Business and Law is a free service providing income tax assistance, preparation, review, and e-filing of federal and state returns for taxpayers who earned less than $62,000 in FY 2024. This provides students and alumni, who complete extensive training and pass the IRS volunteer examinations, the opportunity to engage with and assist members of the community.

Lastly, in partnership with the Maryland Department of Commerce and Maryland Tech Council, the College organized our first Workforce Summit in FY 2024. Over 60 executives from local information technology companies attended the event, promoting dialogues on aligning workforce development with emerging industry needs for economic growth.

PROMPT 5: Please use the template below and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success. For example, grants that allow specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list, please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
National Science Foundation	IUSE (Improving Undergraduate STEM Education)	IUSE Collaborative Research	$250,000	1/2/2018	9/30/2023
National Science Foundation	NSF INCLUDES	NSF INCLUDES Alliance: STEM Core Expansion (Saddleback College was lead; CCBC was subrecipient and AACC was sub to CCBC)	$165,315	9/1/2018	8/31/2023
NSA/NSF	GenCyber	GenCyber 2022-2023	$77,073	8/2/2021	12/31/2023
USDOL	Consolidated Adult Education and Family Literacy Services FY23	Adult Basic Education and English Language Classes	$366,897	7/1/2022	6/30/2023
US Dept. of Education	Child Care Career Professional Development Fund	Child Care Career Professional Development Fund FY23	$37,374	7/1/2022	6/30/2023
NSA/NSF	GenCyber	GenCyber	$72,775	8/1/2022	7/31/2024

USDE/MSDE	Maryland Affiliate for Career Technical Education - Early Childhood Education	Maryland Affiliate for Career Technical Education - Early Childhood Education FY23	$59,268	12/1/2022	8/30/2023
USDE/MSDE	Perkins	Perkins	$452,037	7/1/2022	6/30/2023
USDOL	Consolidated Adult Education and Family Literacy Services FY24	Adult Basic Education and English Language Classes	$456,030	7/1/2023	6/30/2024
USDE/MSDE	Child Care Career Professional Development Fund	Child Care Career Professional Development Fund FY24	$48,370	7/1/2023	6/30/2024
NSA/NSF	GenCyber	GenCyber (dates)	$73,223	7/28/2023	7/28/2025
USDE/MSDE	Perkins	Perkins	$468,912	7/1/2023	6/30/2024
NSA/RIT	NCAE Scholarship	Cybersecurity Scholarships for First Responders	$175,120	7/17/2023	6/30/2025
USDE/MSDE	Maryland Affiliate for Career Technical Education - Early Childhood Education	MD Affiliate CTE-CDA - Curriculum enhancement for Child Development programs	$57,098	1/1/2024	6/30/2024
USDOL/MDOL	Consolidated Adult Education and Family Literacy Services FY25	Adult Basic Education and English Language Classes	$452,689	7/1/2024	6/30/2025
USDE/MSDE	Child Care Career Professional Development Fund	Child Care Career Professional Development Fund	$94,099	7/1/2024	6/30/2025

NSA/NSF	GenCyber	GenCyber	$77,249	9/1/24 (estimated)	12/31/25 (Estimated)
USDE/MSDE	Perkins	Perkins	$406,881	7/1/2024	6/30/2025
NSF	Innovation in Two Year Colleges	BRICCs: Building Research Infrastructure in Community Colleges	$600,000	10/1/2024	9/30/2028
USDE/MSDE	Maryland Affiliate for Career Technical Education - Early Childhood Education	MD Affiliate CTE-CDA - Curriculum enhancement for Child Development programs	$46,000	10/1/24 (estimated)	6/30/25 (estimated)
NSF	Research Experiences for Undergraduates	Research on the Chesapeake (ROC)	$500,000		

AACC Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	2120		1587		266		267	
2	Number attempting fewer than 18 hours over first 2 years	846		516		91		239	
3	Cohort for analysis (Line 1 – Line 2)	1274	100.0%	1071	100.0%	175	100.0%	28	100.0%
4	Earned Associate degree from this community college	571	44.8%	499	46.6%	72	41.1%	0	0.0%
5	Earned certificate, but no degree, from this community college	19	1.5%	10	0.9%	5	2.9%	4	14.3%
6	Total associate and certificate graduates (Line 4 + Line 5)	590	46.3%	509	47.5%	77	44.0%	4	14.3%
7	Transferred to Maryland two-year/technical college	35	2.7%	29	2.7%	5	2.9%	1	3.6%
8	Transferred to Maryland public four-year college	457	35.9%	399	37.3%	54	30.9%	4	14.3%
9	Transferred to Maryland private four-year college or university	20	1.6%	17	1.6%	3	1.7%	0	0.0%
10	Transferred to out-of-state two-year/technical college	22	1.7%	18	1.7%	3	1.7%	1	3.6%
11	Transferred to out-of-state four-year college or university	120	9.4%	101	9.4%	17	9.7%	2	7.1%
12	Total transfers (sum of Lines 7 - 11)	654	51.3%	564	52.7%	82	46.9%	8	28.6%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	390	30.6%	343	32.0%	47	26.9%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	854	67.0%	730	68.2%	112	64.0%	12	42.9%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	253	19.9%	210	19.6%	37	21.1%	6	21.4%
16	Successful transition to higher ed (Line 14 + Line 15)	1107	86.9%	940	87.8%	149	85.1%	18	64.3%
17	Enrolled at this community college last term of study period	13	1.0%	10	0.9%	3	1.7%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	1120	87.9%	950	88.7%	152	86.9%	18	64.3%

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Student & Institutional Characteristics (*not Benchmarked*)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	11,948	10,630	10,192	11,158
	b. Percent of students enrolled part time	73.3%	74.4%	72.1%	73.7%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	25.0%	32.7%	35.0%	36.0%

		FY 2020	FY 2021	FY 2022	FY 2023
C	Credit students who are first-generation college students (neither parent attended college)	25.1%	23.7%	24.7%	25.1%

		FY 2020	FY 2021	FY 2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,817	1,042	1,284	1,512

		FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	30.8%	46.9%	71.1%	36.7%
	b. Receiving Pell grants	17.3%	15.5%	16.6%	18.4%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older				
	a. Credit students	34.6%	34.4%	32.6%	31.3%

		FY 2020	FY 2021	FY 2022	FY 2023
	b. Continuing education students	82.6%	82.6%	85.1%	85.3%

		FY 2020	FY 2021	FY 2022	FY 2023
G	Credit students employed more than 20 hours per week	N/A	46.0%	N/A	N/A

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	9.3%	10.0%	11.3%	11.8%
	b. Black/African American only	17.1%	16.7%	17.6%	18.1%
	c. American Indian or Alaskan native only	0.2%	0.3%	0.4%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.2%	0.1%
	e. Asian only	4.7%	4.8%	4.8%	4.5%
	f. White only	54.5%	53.8%	51.5%	49.4%
	g. Multiple races	5.6%	5.7%	5.8%	5.8%
	h. Foreign/Non-resident alien	1.3%	1.5%	1.8%	2.0%
	i. Unknown/Unreported	7.1%	7.2%	6.7%	8.0%

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		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	92.6%	60.2%	41.3%	29.3%
	b. Enrolled in some, but not all, distance education	3.2%	22.2%	25.6%	58.3%
	c. Not enrolled in any distance education	4.2%	17.6%	33.1%	41.7%

		FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source				
	a. Tuition and fees	32.0%	31.0%	25.0%	24.4%
	b. State funding	26.0%	25.0%	26.0%	35.3%
	c. Local funding	42.0%	43.0%	40.0%	39.2%
	d. Other	1.0%	0.0%	9.0%	1.2%

		FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function				
	a. Instruction	49.1%	49.3%	48.2%	47.0%
	b. Academic support	16.0%	16.0%	16.5%	16.5%
	c. Student services	10.0%	10.1%	10.4%	10.9%
	d. Other	24.9%	24.6%	24.9%	25.5%

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY 2023
1	Annual unduplicated headcount				
	a. Total	35,362	26,007	26,044	27,388
	b. Credit students	18,424	17,509	15,555	15,644
	c. Continuing education students	18,184	9,431	11,049	12,303

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
2	Market share of first-time, full-time freshmen	43.0%	40.2%	41.2%	38.3%
	Note: Methodology changed starting in Fall 2019.				

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
3	Market share of part-time undergraduates	68.9%	67.3%	65.8%	69.4%
	Note: Methodology changed starting in Fall 2019.				

		Fall 2019	Fall 2020	Fall 2021	Fall 2022
4	Market share of recent, college-bound high school graduates	61.9%	58.9%	51.5%	55.2%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
5	High school student enrollment	1,468	1,362	1,172	1,889

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		FY 2020	FY 2021	FY 2022	FY 2023
6	Annual enrollment in online/hybrid courses				
	a. Credit, online	23,856	66,912	42,015	32,910
	b. Continuing education, online	5,881	23,379	21,149	14,986
	c. Credit, hybrid	3,546	598	4,144	4,448
	d. Continuing education, hybrid	542	1,158	1,041	1,030

		FY 2021	FY 2022	FY 2023	FY 2024
7	Tuition and mandatory fees				
	a. Annual tuition and fees for full-time students	$4,400	$4,400	$4,460	$4,580
	b. Percent of tuition/fees at Md public four-year institutions	45.6%	44.8%	44.4%	44.6%
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.				

		FY 2020	FY 2021	FY 2022	FY 2023
8	Enrollment in continuing education community service and lifelong learning courses				
	a. Unduplicated annual headcount	7,663	2,871	3,915	4,765
	b. Annual course enrollments	26,746	15,983	17,977	19,349

		FY 2020	FY 2021	FY 2022	FY 2023
9	Enrollment in continuing education basic skills and literacy courses				
	a. Unduplicated annual headcount	2,923	1,695	2,640	2,900
	b. Annual course enrollments	5,376	3,650	5,041	5,410

		FY 2020	FY 2021	FY 2022	FY 2023
10	Adult education student achievement of:				
	a. At least one ABE educational functioning level	16.0%	16.1%	18.2%	18.0%
	b. At least one ESL educational functioning level	28.2%	26.3%	29.9%	14.3%
	Note: Not reported if < 50 students in the cohort				

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
11	Minority student enrollment compared to service area population				
	a. Percent nonwhite credit enrollment	40.5%	41.1%	43.7%	45.2%

		FY 2020	FY 2021	FY 2022	FY 2023
	b. Percent nonwhite continuing education enrollment	36.7%	43.9%	41.4%	46.2%

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	July 2020	July 2021	July 2022	July 2023
c. Percent nonwhite service area population, 15 or older	31.8%	32.5%	34.1%	35.5%

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
12 Percent minorities (nonwhite) of full-time faculty	23.2%	25.0%	22.2%	21.6%

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
13 Percent minorities (nonwhite) of full-time administrative and professional staff	15.1%	15.3%	17.5%	20.9%

Goal 2: Success

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort
14 Fall-to-fall retention				
a. All students	57.3%	55.2%	61.4%	60.6%
b. Pell grant recipients	55.7%	55.7%	62.2%	52.4%
c. Developmental students	41.8%	49.2%	55.3%	52.1%
d. College-ready students	62.2%	57.1%	64.4%	65.3%

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
15 Developmental completers after four years	23.7%	45.7%	67.3%	49.9%

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
16 Successful-persister rate after four years				
a. College-ready students	89.3%	88.2%	93.1%	88.7%
b. Developmental completers	83.7%	87.6%	86.3%	86.9%
c. Developmental non-completers	65.5%	43.9%	62.5%	64.3%
d. All students in cohort	76.8%	77.0%	89.1%	87.9%

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
17 Successful-persister rate after four years				
a. White only	79.3%	79.5%	90.6%	90.0%
b. Black/African American only	69.8%	67.9%	84.6%	88.7%
c. Asian only	81.4%	85.9%	93.8%	97.3%
d. Hispanic/Latino	67.9%	73.8%	83.5%	92.5%

Note: Not reported if < 50 students in the cohort for analysis

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	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
18 Graduation-transfer rate after four years				
a. College-ready students	74.1%	73.3%	76.0%	68.2%
b. Developmental completers	77.0%	60.4%	59.2%	64.0%
c. Developmental non-completers	38.4%	33.7%	31.3%	42.9%
d. All students in cohort	57.8%	58.8%	67.2%	67.0%

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
19 Graduation-transfer rate after four years				
a. White only	59.2%	62.0%	70.2%	70.3%
b. Black/African American only	53.3%	50.2%	58.7%	60.7%
c. Asian only	61.0%	65.4%	75.0%	69.9%
d. Hispanic/Latino	48.6%	52.5%	59.0%	58.5%

Note: Not reported if < 50 students in the cohort for analysis

	FY 2020	FY 2021	FY 2022	FY 2023
20 Associate degrees and credit certificates awarded				
a. Total awards	2,440	2,548	2,462	2,174
b. Career degrees	720	769	727	642
c. Transfer degrees	1,029	1,023	843	759
d. Certificates	691	756	892	773
e. Unduplicated graduates	2,061	2,022	1,867	1,637

	AY 19-20	AY 20-21	AY 21-22	AY 22-23
21 First-year GPA of 2.0 or above at transfer institution	91.0%	88.5%	86.2%	88.7%

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates
22 Graduate transfers within one year	55.7%	64.4%	63.1%	44.9%

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023
23 Credit program pass rates in licensure/certification examinations required for employment				
a. EMT-Basic	95.0%	87.0%	85.0%	71.4%
Number of Candidates	38	65	60	49
b. EMT-Paramedic	95.5%	95.0%	85.7%	82.0%
Number of Candidates	21	18	35	50
c. Practical Nursing	94.7%	100.0%	100.0%	95.5%
Number of Candidates	18	20	23	22
d. Medical Assisting - Certificate	94.0%	91.0%	66.7%	88.9%
Number of Candidates	17	10	6	9
e. Medical Laboratory Technician	100.0%	100.0%	92.3%	100.0%
Number of Candidates	9	9	13	7
f. Nursing-RN	96.0%	88.0%	88.1%	98.1%
Number of Candidates	121	118	143	159
g. Physical Therapy Assistant	80.0%	80.0%	90.9%	85.7%
Number of Candidates	16	16	11	21
h. Physician Assistant	100.0%	97.0%	97.4%	na
Number of Candidates	37	38	39	na
i. Radiological Technology	100.0%	100.0%	100.0%	100.0%
Number of Candidates	6	13	7	10
j. Therapeutic Massage	100.0%	92.0%	100.0%	90.0%
Number of Candidates	6	23	12	30
k. Surgical Technology	89.0%	62.0%	57.1%	83.3%
Number of Candidates	8	8	7	6
Note: Not reported if <5 candidates in a year				

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates
24 Graduates employed within one year	74.0%	72.0%	75.0%	73.0%

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates
25 Income growth of career program graduates				
a. Median annualized income one year prior to graduation	$21,452	$20,744	$22,052	$25,400
b. Median annualized income three years after graduation	$48,816	$52,700	$54,232	$59,160

	FY 2020	FY 2021	FY 2022	FY 2023
26 Enrollment in continuing education workforce development courses				
a. Unduplicated annual headcount	8,674	5,819	5,457	5,389
b. Annual course enrollments	20,666	12,724	12,647	11,726

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		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure				
	a. Unduplicated annual headcount	2,242	1,716	1,854	1,644
	b. Annual course enrollments	4,402	3,431	2,928	3,181

		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
28	Enrollment in contract training courses				
	a. Unduplicated annual headcount	9,215	3,046	2,630	3,205
	b. Annual course enrollments	22,019	6,066	3,963	5,181

Note: NA designates not applicable

* designates data not available

Allegany College of Maryland

I. Mission

We deliver diverse and relevant education centered around student success in a supportive and engaging community.

II. Institutional Assessment

Goal 1: Access

Allegany College of Maryland continues to prioritize Student Access and Success in its Strategic Plan. This priority accounts for the economic needs of the community the College serves, and it is integrated throughout the institution through open education resources, low tuition rates, availability of financial assistance, and a variety of scholarship opportunities.

FY23 saw an increase in credit student count; an indication that some of the declining enrollment trends of the pandemic are beginning to reverse. Specifically, recent high school graduate enrollment, a core enrollment group for the college, began to increase after severely decreasing during the year following the pandemic. From internal enrollment reports the Under 20 population, which encapsulates those who had graduated high school within the last two years, increased by 8.5% in the Fall of 2022. This is further supported by market share measures. For Fall 2022 market share rose to 65.9%, a 3.6% increase from the prior year, and a 10.9% increase compared to Fall 2020. The market share of first-time, full-time freshman had an even larger increase of 21.8% over the prior year. This clears all three of the market share benchmarks set for FY25.

Not all demographic groups saw an increase however. Internal enrollment reports also track traditional students that fall between the ages of 20 to 24. This group of students in Fall 2022 would have been comprised of students who should have entered higher education in 2020 as recent high school graduates, but because of the pandemic did not go on to college. There is no indication that a few years after graduating high school these students have entered or returned to Allegany college. Even though there continues to be a loss of students in certain categories, some of these losses are more than offset due to prior efforts in bringing new programs to the College. Specifically, out-of-state enrollments increased substantially in the College's rapidly growing Online LPN to RN nursing program. While credit enrollments are currently below FY25 benchmark of 3,300, it is these types of program initiatives that will help the college clear its goal.

Non-credit enrollments also saw a significant rebound in FY23, returning to near pre-pandemic levels. Total non-credit headcount increased by 58.5% compared to FY22. Continuing education adapted quickly to the changing needs of the community by increasing online and hybrid offerings during and after the pandemic. Online enrollments increased by 33.5% over a two-year period. As businesses began to recover from the economic downturn of the pandemic and started shifting to a new remote world, ACM's actions increased access to non-credit training

opportunities for businesses. Enrollments in contract training courses increased by 79.7% over the prior year, from 3,143 unique enrollments in FY22 to 5,647 in FY23, well above the FY25 benchmark of 4,400 students. Community members also begin to return to continuing education's community service and lifelong learning courses. In FY21 there were only 142 students in this category, and in FY23 there were 652 students, an increase of 359%. There is still work to do to get community members back to ACM for lifelong learning opportunities in order to meet the FY25 benchmark of 1,350 students.

Through early college offerings Allegany makes a direct impact on the state's access strategy to "improve college readiness among K-12 students, particularly high school students." High school student enrollments, also known as Early College, increased substantially from 791 in Fall 2022 to 910 in Fall 2023, a 15.0% increase and well above the FY25 benchmark of 725 students. During and shortly after the pandemic the college was able to adapt to the online environment in high schools by rapidly rolling out online options and providing training to college faculty and high school instructors on effective online instruction methodologies. This increased access for high school student enrollments to more high schools and classes in the area. ACM also works tirelessly with each school in the tri-state area through its early college coordinators to improve partnerships and increase course offerings.

With careful consideration of the institutional budget, tuition and fees to attend ACM were held flat for FY24. This led to a decrease in annual tuition and fees relative to Maryland public four-year institutions. As cost is one of the biggest drivers of Access, especially in a region such as Allegany County, continuing efforts to keep this measure low remain extremely important for the institution. However, there is still some work needed to reach the FY25 benchmark of 47.0%. In addition to the comparatively low tuition and fees, students can avail themselves of financial aid and scholarship assistance – Characteristic E shows that 91.7% of students received some form of financial aid in FY23 which is a testament both to the need of ACM students and the strength of its financial aid opportunities.

Measures of diversity are key to demonstrating access regardless of student demographics. ACM continues to enroll a significant percentage of minority students relative both to the benchmark set and to the community demographics. With over 19% of the College's enrollment being minority, this continues to be a strength of the College's enrollment structure.

Goal 2: Success

Fall-to-fall retention rates improved from the prior year. The Fall 2022 cohort had an overall retention rate of 57.4%, significantly better than the Fall 2021 cohort's retention rate of 54.7%. However, ACM has not yet met its goal of 60.0% retention by FY25 although it is trending in the right direction. Retention rate for Pell grant recipients is at 59.1% for the Fall 2022 cohort. This is the highest retention rate for Pell grant recipients over the last four years and has also cleared the benchmark of 52.0% set for FY25. Pell grant recipients constitute one third of the College's population and are considered a disadvantaged population. An increase of retention for this subgroup is a positive sign that the College is taking appropriate measures to increase student success.

The overall student body successful-persister rate after four years remains strong at 73.5% for the Fall 2019 cohort, and is above the benchmark of 72.0%. This is in line with the prior three-year average of 72.9%. Additionally, the overall graduation-transfer rate after four years for the Fall 2019 cohort also remained stable at 63.7%, slightly higher than the 61.7% prior three-year average. Neither of these measures experienced a drop, suggesting that the pandemic did not have a substantial effect on completion rates for students who would have been entering their second year when the pandemic occurred. The College's robust academic advising and student support services structure was able to help students through the challenges they faced during the pandemic. While the overall student body had success, one sub-group of the Fall 2019 cohort did have some setbacks. Black/African-American students had a four-year graduation-transfer rate of 46.2%, which is substantially lower than 57.8% prior three-year average. Many of the College's Black/African-American students are not from the College's service region and live in the residence halls. COVID-19 more severely impacted their ability to complete their education at ACM, to return to campus in Fall 2020 and Fall 2021 with safety concerns, and therefore to maintain enrollment, much less graduate or persist with successful academic experiences.

Associate degrees and credit certificates awarded has rebounded slightly from the prior year, up to 607 total awards compared to 566. This further suggests that completion rates were not impacted long term because of the pandemic. This measure remains well above the targeted benchmark of 525 for FY25.

Allegany's students who transfer to another school are able to maintain a level of success in their first year. Data provided by MHEC shows that 75.4% of those who transferred had a first-year GPA of 2.0 or above at their transfer institution.

Goal 3: Innovation

Allied health programs continue to perform at a high level in their respective licensure and certification examination pass rates. Additionally, the College's nursing program was ranked seventh in Maryland, and nationally, the College's nursing program ranks 267, which is a tremendous achievement. This level of excellence paved the way for expanding ACM's online LPN to RN program. It is this program that helped maintain enrollments during the pandemic and attracted students across the country from states as far as Texas and Florida. Approximately 400,790 LPNs now have access to our program.

ACM continues to expand on program initiatives that began during or shortly after the pandemic. On the credit side the College continued to assess needs of the service area and created several new programs. Automated Advanced Manufacturing associate program is now also joined by a new certificate program. Additionally, enrollments in the recently launched Data Analytics associate and certificate programs continue to increase. Social Media Marketing Certificate is another new program that was developed to provide students an opportunity to learn the many uses of digital marketing tools to support business activities. The P-TECH program has also grown substantially. The program's mission is to provide students with a free education that starts in grade nine, continues through high school completion, and culminates in the attainment of an associate degree from ACM in Cyber Security. All programs will support local businesses' future needs.

On the non-credit side, ACM has been making great use of the now fully functioning Western Maryland Works Maker Space building. It handles a majority of the workforce training programs such as advanced manufacturing, machining, and welding programs in addition to exciting cutting-edge programs like robotics certification and an upcoming new program, robotic welding. The Western Regional Corrections Training Center, which was completed in the midst of the pandemic, now handles the majority of corrections officer training for the county to support a multitude of corrections jobs available in the area. Enrollments in Continuing Professional Education increased substantially by 91.5% from FY22 to FY23, and have cleared the FY25 benchmark of 3,200 students. Enrollments in workforce training however, have not yet returned to pre-pandemic levels and therefore, have not cleared the FY25 benchmark of 5,100. The measurement reports enrollments for FY23 and does not yet factor in the full utilization of the brand-new state of the art space for workforce training. We expect FY24 workforce training numbers to be substantially higher than FY23.

Institutional Response

In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

The College has taken on numerous initiatives over the last decade to improve completion rates. Below is a table of associate and certificate graduates after four years from entry for fall cohorts between 2012 and 2019 (most recent reported cohort). Academic advising was the first major initiative to take place. The College received a Title III grant to spin up a new advising center in the 2012-2013 academic year. The academic advising office opened in 2014 and has since been evolving and improving year over year. Academic advising is now part of the student on-boarding process and starts on day one.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Associate and Certificate Graduates	33.3%	32.2%	33.1%	33.3%	33.0%	39.1%	43.6%	47.1%

Another major initiative involved a developmental coursework overhaul. It was not uncommon for students to spend their first two semesters enrolled in mostly remedial courses. The depth and breadth of developmental coursework delayed entry into college level coursework and demotivated students. In Fall 2017 the first major reduction occurred in the depth of developmental coursework. A lower-level developmental math course was removed, students who needed to progress through developmental math courses would now have to take at most two courses instead of three. For Fall 2019, multiple measures placement took effect. Multiple measures involves assessing a student's readiness through more than just Accuplacer placement tests. A student's high school academic history is taken into account, and those with a 3.0 or higher high school GPA are exempt from most developmental coursework. This dramatically reduced the number of students who would need English or Reading developmentals. The Fall

2017 cohort had 71.3% students requiring developmental education while the Fall 2019 cohort only had 42.9%.

The goal of advising and new placement measures is that from immediate entry the student is on a plan that works for them. That they are not taking courses they don't need, and that they are taking courses in the correct order. Ultimately, putting students on a direct path to success with no wasted time.

The College also has done a lot of work to unify student support services and systems to work closely together. These units used to be siloed but now work in a collaborative way. They are able to utilize Navigate software to manage the entire onboarding process of a student. For example, if a financial aid representative sees in the record that a student has not talked to an advisor, they can link them directly to the advisor. Previously, the separate steps of the onboarding process were left for the student to figure out on their own.

A current initiative that the College is implementing is using Navigate software to trigger advising based on credit targets. Most students use advising in the beginning of their education but as they get further along in their program, they do not seek out help. Having set advising appointments at specific instances could help identify problems students are facing so that they can get over any hurdle and graduate.

Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

ACM is continuously working on increasing transfer agreements between schools as well as increasing the number of courses that are transferrable. The College utilizes the Quottly transfer system and the ARTSYS transfer system to identify transfer equivalencies to make sure transfer courses meet four-year university guidelines. Through this system ACM is able to closely track how many courses are transferrable, to what schools courses are transferrable to, and opportunities for converting current non-transferrable courses to meet the demands of four-year institutions. Allegany also has a transfer coordinator on staff that works with institutions to develop articulation agreements at existing and new partnerships. Additionally, ACM coordinates with advisors from other four-year institutions to come to ACM and advise students directly on ACM's campus regarding transfer pathways. The College utilizes the National Student Clearinghouse system to keep track of how many students are transferring yearly and to which schools they transfer to. Metrics, such as those found on the PAR, show that 80% or more of ACM students that transfer are able to maintain a GPA of 2.0 or higher at their transfer institution.

In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

ACM has multiple initiatives to attempt to bridge equity gaps. One major issue is food insecurity, ACM was able to help combat this by opening a free food pantry on campus. It is generally funded through local donations, and students are able to utilize it as much as they need. Additionally, numerous emergency funds are available for low-income students to help them

with costs that may not be fully covered through financial aid, this includes books, supplies, and transportation vouchers. For students who cannot make it to campus for the onboarding process a virtual onboarding opportunity was developed. Through the virtual onboarding process students have access to admissions, registration, financial aid, and placement services. The institution also offers flexible hours for advising, financial aid, and registration for non-traditional students who may not have time during a traditional work day schedule. There are also several learning labs available, both in person and remotely that are peer and faculty operated. These learning labs provide various academic assistance and tutoring services for free.

Communicating the affordability of community college is also a challenge. Many students do not know that there are multitudes of grants available that could pay for most of their tuition, such as Pell. Financial aid personnel go to local area high schools to communicate this information and also help students fill out FAFSAs.

Pathways for Success is a TRIO Student Support Services project that works directly with first-generation, low-income, or students with disabilities to help them through their entire college career. This program has tremendous success in bridging equity gaps.

How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

To make sure that ACM's programs meet current job demands, all career programs have an external advisory board to help keep up with evolving job demands, trends, and market opportunities. All allied health career programs have practicums built into the curriculum. Non-allied health career programs also provide internship placement opportunities, some have it built into the curriculum while others have it as a supplemental service. Many of the career programs are also associated with an external credential like licensing or certification.

The College also has an advisor that specializes in career advising. This advisor does classroom visits to help with resumes, mock interviews, and also holds professional development workshops outside of the classroom. ACM also partners with an external software called CareerCoach. Students can utilize this service to help them understand the type of jobs/careers that are available to them based on their program of study. The software also matches students to employment opportunities through external job board scans. Lastly, ACM partners with the Maryland Department of Labor Workforce Development division to share employment opportunities and hold workshops for students to further develop their skills.

III. Community Outreach and Impact

Sample of Funded Grants and Initiatives

A.A.S. Engineering - Automated Manufacturing Technology courses will be delivered at the new ACM Western Maryland Works facility in LaVale, Maryland. The 33,000 square-foot-facility houses over $6 million of state-of-the-art, real-world equipment where students will gain valuable hands-on instruction. The program is designed to prepare students for theory-based (knowledge) and performance-based (hands-on) experiences crucial to advanced and automated manufacturing processes. Students can acquire the critical skills leading to successful employment through the integration of mathematics, robotics, AutoCAD/CAM, metallurgy, manual tooling skills, programmable machinery applications, computer-assisted machining techniques, and additive manufacturing. Students will be eligible to earn up to 20 industry-recognized credentials and certifications.

- NIMS Industry-Recognized Credentials (15)
- Robotics Industry-Recognized Credentials (2)
- Stratasys 3D Printing Certifications (1)
- AutoCAD Industry-Recognized Credentials (2)

Currently, 11 ACPS early college seniors and 7 juniors from the Tech Center are taking courses at Western Maryland Works, earning 18 credits this academic year.

The Social Media Marketing Certificate combines coursework from both the Business Marketing and the Multimedia Technology programs at ACM to provide students an opportunity to learn the many uses of digital marketing material to support business activities. In partnership with Rainmaker Music Management students intern at 60 Pershing Street and will work for the Grand Ole Opry, Delfest, Eric Clapton's Crossroad Guitar Festival, High Sierra Music Festival, Grey Fox Bluegrass Music Festival, Grand Targhee Bluegrass Music Festival, The Imperial Theatre, The Del McCoury Band, The Traveling McCourys, Sam Bush, Sierra Hull, The Gibson Brothers, Dre Anders, and The Price Sisters all while earning college credit, gaining valuable experience creating social media content.

Community Health Resources Commission Grant funded the partnership between ACM, Allegany County Public Schools, and the Center for Mind-Body Medicine to address the **mental health crisis** and the need for timely intervention to prevent long-term academic, social, economic, and health challenges. The project titled *Meeting the Moment with Mind-Body Medicine: Healing Students, Hope for a Community* will bring a proven, holistic approach to support students and families in all 23 Allegany County Public Schools reaching more than 5,000 unduplicated students through Tier 1 classroom activities and 440+ students with Tier 2 services. By the end of the 24-25 school year, Mind-Body Medicine Ambassador Clubs will be formed in each high school, allowing students to share and reinforce these impactful skills and cultivate critically needed connections with their peers. This grant will address ACPS mandates for the Blueprint Pillar 4—More Resources for Students to Be Successful—addressing student mental health and resilience.

The **Rural Maryland Economic Development Fund grant** created a new hybrid weekend program and supported the purchase of simulation equipment to benefit Cumberland and Garrett Nursing sites has been approved and started during the fall of 2023.

Rural Maryland Council Grant to support the Forest Technology program through the purchase of specialized equipment has been approved with the new skidder delivered in February.

Maryland Higher Education Commission Hunger Free Campus Grant to provide support to the pantry and to make it more accessible to students and community members was approved and ACM is using these funds to support ACM students and members of the community.

MSDE Maryland Leads Grant in partnership with ACPS will help to develop a pathway for students from early college to an associate's degree in Teacher Education and ultimately support staffing shortages at ACPS. Students will receive paid tuition, tutoring, peer mentors, advisors, paid internships, and a seamless transition to ACM.

Scholarships

FY2024 Foundation Year to date (preliminary and unaudited) scholarships for the Cumberland Foundation follow:

- o Scholarships: $1,492,554

The FY2024 Allegany County Opportunity Scholarship annual report includes the following key statistics:

- Recipients of this investment represent every community in our County.
- Students from every public and private school in Allegany County, as well as homeschooled and GED students, have been awarded funding through this program.
- Recipients have included students from nearly every major/ curriculum.
- The Allegany County Opportunity Jump Start Early College Scholarship is providing assistance to students from the Allegany County Public Schools who receive free and reduced-cost school meals. This $100-per-course award covers the full family cost for taking a three-credit course.
- The Allegany County Opportunity Merit Scholarship encourages academic excellence. 362 awards were made.
- The Allegany County Opportunity Tuition Subsidy for Credit Students is intended to offset tuition costs not covered by federal or state aid or by other support. 237 awards were made.
- The Allegany County Opportunity Continuing Education and Workforce Development Scholarship supports Allegany County residents who are taking Professional and Workforce Training. 85 awards were made.

Allegany College of Maryland Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	456		274		104		78	
2	Number attempting fewer than 18 hours over first 2 years	112		55		13		44	
3	Cohort for analysis (Line 1 – Line 2)	344	100.0%	219	100.0%	91	100.0%	34	100.0%
4	Earned Associate degree from this community college	148	43.0%	126	57.5%	22	24.2%	0	0.0%
5	Earned certificate, but no degree, from this community college	14	4.1%	7	3.2%	5	5.5%	2	5.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	162	47.1%	133	60.7%	27	29.7%	2	5.9%
7	Transferred to Maryland two-year/technical college	24	7.0%	2	0.9%	15	16.5%	7	20.6%
8	Transferred to Maryland public four-year college	57	16.6%	45	20.5%	10	11.0%	2	5.9%
9	Transferred to Maryland private four-year college or university	1	0.3%	0	0.0%	1	1.1%	0	0.0%
10	Transferred to out-of-state two-year/technical college	9	2.6%	5	2.3%	3	3.3%	1	2.9%
11	Transferred to out-of-state four-year college or university	37	10.8%	29	13.2%	7	7.7%	1	2.9%
12	Total transfers (sum of Lines 7 - 11)	128	37.2%	81	37.0%	36	39.6%	11	32.4%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	71	20.6%	63	28.8%	8	8.8%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	219	63.7%	151	68.9%	55	60.4%	13	38.2%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	32	9.3%	25	11.4%	7	7.7%	0	0.0%
16	Successful transition to higher ed (Line 14 + Line 15)	251	73.0%	176	80.4%	62	68.1%	13	38.2%
17	Enrolled at this community college last term of study period	2	0.6%	0	0.0%	2	2.2%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	253	73.5%	176	80.4%	64	70.3%	13	38.2%

7/2/13

Allegany College of Maryland
2024 ACCOUNTABILITY REPORT

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

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	2,527	2,421	2,577	2,677
	b. Percent of students enrolled part time	65.5%	67.9%	68.0%	67.5%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	33.6%	30.5%	32.9%	27.6%

		FY 2020	FY2021	FY2022	FY2023
C	Credit students who are first-generation college students (neither parent attended college) *Collection changed in FY2021 to the RISC Survey	NA	57.0%	55.0%	55.0%

		FY 2020	FY2021	FY2022	FY2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0

		FY 2020	FY2021	FY2022	FY2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	91.8%	89.7%	94.4%	91.7%
	b. Receiving Pell grants (excluding high school students) *Methodology for (b) has changed from prior reports	35.3%	30.6%	32.1%	41.9%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older				
	a. Credit students	26.1%	30.4%	29.6%	30.8%

		FY 2020	FY2021	FY2022	FY2023
	b. Continuing education students	82.0%	82.9%	83.1%	68.5%

		FY 2020	FY2021	FY2022	FY2023
G	Credit students employed more than 20 hours per week *Collection changed in FY2021 to the RISC Survey	NA	53.0%	41.0%	58.0%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	1.9%	2.5%	2.7%	3.6%
	b. Black/African American only	9.0%	9.3%	10.8%	10.8%
	c. American Indian or Alaskan native only	0.1%	0.2%	0.2%	0.1%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.2%	0.0%
	e. Asian only	0.8%	0.8%	0.7%	1.0%
	f. White only	83.4%	82.3%	80.1%	78.0%
	g. Multiple races	3.1%	3.1%	3.3%	4.0%
	h. Foreign/Non-resident alien	1.0%	1.2%	1.1%	1.4%
	i. Unknown/Unreported	0.7%	0.5%	0.9%	1.1%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	36.6%	23.5%	26.0%	28.7%
	b. Enrolled in some, but not all, distance education	32.3%	24.6%	26.4%	28.7%
	c. Not enrolled in any distance education	31.1%	51.9%	47.7%	42.6%

Allegany College of Maryland
2024 ACCOUNTABILITY REPORT

		FY 2020	FY2021	FY2022	FY2023	
J	Unrestricted revenue by source					
	a. Tuition and fees	43.0%	44.0%	41.7%	40.8%	
	b. State funding	28.0%	22.0%	25.0%	31.0%	
	c. Local funding	26.0%	26.0%	25.3%	23.8%	
	d. Other	3.0%	8.0%	8.0%	4.4%	

		FY 2020	FY2021	FY2022	FY2023	
K	Expenditures by function					
	a. Instruction	34.2%	34.4%	34.1%	33.1%	
	b. Academic support	18.8%	18.9%	19.7%	18.9%	
	c. Student services	8.0%	7.7%	8.5%	7.7%	
	d. Other	39.0%	39.0%	37.7%	40.3%	

Goal 1: Access

		FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	9,937	8,909	7,078	9,828	**10,250**
	b. Credit students	3,248	3,117	3,072	3,196	**3,300**
	c. Continuing education students	6,388	3,906	4,407	6,984	**7,050**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	55.7%	50.7%	50.8%	61.9%	**61.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time undergraduates	80.7%	82.3%	82.80%	83.64%	**81.5%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	60.7%	59.4%	63.6%	65.9%	**61.5%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	736	729	791	910	**725**

		FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	3,468	5,358	5,166	5,721	**4,000**
	b. Continuing education, online	704	1,697	839	2,265	**100**
	c. Credit, hybrid	1,956	3,340	1,260	1,263	**1,750**
	d. Continuing education, hybrid	NA	NA	874	1,675	**NA**

		FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,912	$4,912	$4,912	$4,920	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	50.9%	50.0%	48.9%	47.9%	**47.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

Allegany College of Maryland
2024 ACCOUNTABILITY REPORT

		FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,238	142	623	652	**1,350**
	b. Annual course enrollments	2,128	169	650	1,114	**2,250**

		FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	367	196	155	161	**400**
	b. Annual course enrollments	700	469	477	287	**1,000**

		FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	<50	<50	<50	<50	**NA**
	b. At least one ESL educational functioning level	<50	<50	<50	<50	**NA**
	Note: Not reported if < 50 students in the cohort					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	15.0%	17.2%	18.7%	19.9%	**15.0%**

		FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	**NA**

		July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	13.6%	13.9%	12.9%	14.3%	**NA**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	2.2%	1.0%	2.0%	2.0%	**3.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	1.0%	1.8%	1.7%	3.0%	**2.0%**

Goal 2: Success

		Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	51.9%	57.0%	54.7%	57.4%	**60.0%**
	b. Pell grant recipients	47.8%	52.4%	49.7%	59.1%	**52.0%**
	c. Developmental students	33.6%	44.2%	41.1%	43.8%	**50.0%**
	d. College-ready students	61.6%	63.5%	61.9%	63.1%	**65.0%**

Allegany College of Maryland
2024 ACCOUNTABILITY REPORT

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	55.0%	58.0%	54.4%	57.1%	**57.0%**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	90.8%	89.1%	83.1%	80.4%	**91.0%**
	b. Developmental completers	79.6%	80.7%	81.3%	70.3%	**80.0%**
	c. Developmental non-completers	44.9%	37.2%	35.7%	38.2%	**NA**
	d. All students in cohort	71.7%	73.8%	73.2%	73.5%	**72.0%**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	74.1%	76.4%	76.2%	76.8%	**NA**
	b. Black/African American only	65.7%	71.2%	57.1%	61.5%	**NA**
	c. Asian only	<50	<50	<50	<50	**NA**
	d. Hispanic/Latino	<50	<50	<50	<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	80.3%	80.6%	75.4%	68.9%	**81.5%**
	b. Developmental completers	58.4%	69.6%	62.0%	60.4%	**64.0%**
	c. Developmental non-completers	42.5%	33.7%	35.7%	38.2%	**NA**
	d. All students in cohort	57.6%	65.3%	62.2%	63.7%	**60.5%**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	57.0%	67.7%	65.0%	64.7%	**NA**
	b. Black/African American only	62.0%	64.4%	47.1%	46.2%	**NA**
	c. Asian only	<50	<50	<50	<50	**NA**
	d. Hispanic/Latino	<50	<50	<50	<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	533	636	566	607	**525**
	b. Career degrees	282	348	303	345	**NA**
	c. Transfer degrees	149	171	165	152	**NA**
	d. Certificates	102	117	98	110	**NA**
	e. Unduplicated graduates	427	535	477	500	**NA**

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		AY 19-20	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	82.0%	89.6%	87.5%	75.4%	**90.0%**

		FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	29.1%	28.1%	31.8%	30.4%	**30.0%**

Goal 3: Innovation

		FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. Registered Nursing Licensure Exam	88.6%	85.7%	83.9%	91.0%	**85.0%**
	Number of Candidates	79	98	112	155	
	b.Practical Nursing Licensure Exam	100.0%	100.0%	90.0%	88.2%	**85.0%**
	Number of Candidates	7	13	20	17	
	c.Dental Hygiene National Board Exam	89.5%	93.8%	100.0%	90.0%	**80.0%**
	Number of Candidates	19	15	18	20	
	d.National MLT Registry	100.0%	87.5%	<5*	100.0%	**80.0%**
	Number of Candidates	6	8	<5*	5	
	e.Respiratory Therapy Certification Exam	90.0%	87.0%	86.0%	77.0%	**80.0%**
	Number of Candidates	19	23	14	22	
	f.Occupational Therapy Assistant Cert. Exam	<5*	100.0%	83.3%	75.0%	**85.0%**
	Number of Candidates	<5*	7	6	8	
	g.Physical Therapist Assistant Cert. Exam	100.0%	93.8%	88.0%	<5*	**85.0%**
	Number of Candidates	12	16	9	<5*	
	h.Medical Assistant	100.0%	90.0%	92.0%	80.0%	**85.0%**
	Number of Candidates	11	10	12	5	
	Note: Not reported if <5 candidates in a year					

		FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24	Graduates employed within one year	74.0%	70.0%	79.0%	77.0%	**NA**

		FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$10,888	$12,532	$11,140	$12,340	**NA**
	b. Median annualized income three years after graduation	$30,484	$25,244	$41,156	$40,508	**NA**

		FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	4,238	3,183	3,332	2,677	**5,100**
	b. Annual course enrollments	7,239	5,110	5,473	4,780	**9,100**

Allegany College of Maryland
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	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,922	1,569	1,780	3,408	**3,200**
b. Annual course enrollments	3,765	2,573	2,091	4,330	**4,700**

	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,238	2,919	3,143	5,647	**4,400**
b. Annual course enrollments	6,815	4,479	5,040	8,960	**8,100**

Note: NA designates not applicable

    * designates data not available

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
U.S. Department of Education	Student Support Services	Pathways for Success	$253,032	9/1/2020	8/31/2025
U.S. Department of Education	Student Support Services	Pathways for Success	$272,364	9/1/2025	8/31/2030
U.S. Department of Education, Workforce Innovation and Opportunity Act (WIOA)	Maryland Adult Education and Family Literacy, Consolidated Adult Education and Family Literacy Services Grant Program	Consolidated Adult Education and Family Literacy Services Grant Program FY 24	$264,046	7/1/2023	6/30/2024
Maryland State Department of Education	Carl D. Perkins Formula Grant, Perkins V (Strengthening Career and Technical Education for the 21st Century Act)	Career and Technical Education (CTE) Program	$257,169.00	7/1/2024	6/30/2025
Maryland State Department of Education	Carl D. Perkins Formula Grant, Perkins V (Strengthening Career and Technical Education for the 21st Century Act)	Career and Technical Education (CTE) Program	$294,394.00	7/1/2023	6/30/2024
Applachian Regional Commission	ARC Annual Discretionary Funding	Allegany College of Maryland Dental Hygiene Enhancement Project	$122,500	12/1/2023	12/31/2024
Applachian Regional Commission	ARC Annual Discretionary Funding	Welding the Workforce: Robotic Welding Training	$45,000	3/22/2024	9/30/2024
Applachian Regional Commission	ARC Annual Discretionary Funding	Supporting Social Media Marketing and Multi-Media Technology In Western Maryland Phase II of Preparing The Workforce for Positions In Western Marylandedia Marketing Enhancment	$250,000	3/15/2024	3/14/2025
Applachian Regional Commission	ARC Annual Discretionary Funding	Allegany College of Maryland - Workforce Training and Computer Replacement	$80,000	2/1/2024	12/31/2024
U.S. Department of Labor, MD Department of Labor Division of Workforce Development and Adult Learning	2023 State Apprenticeship Expansion Formula Grant	Maryland Hospitality Management Apprenticeship Program	$210,000	11/16/2024	3/30/2026
Economic Development Administration, Maryland Department of Commerce, Office of Tourism	Maryland Office of Outdoor Recreation, Building Appalachia's Infrastructure	Elevating the Outdoors: A Regional Approach to Growing Western Maryland's Outdoor Economy	$70,000	4/17/2023	5/31/2026
National Science Foundation	Advanced Technological Education	NSF ATE Project: Aligning Data Pathways with Local Industry Skill Demands in Maryland	$45,603	4/3/2025	4/2/2028
Department of Labor, MD Department of Labor	NTIA FY24 Digital Equity Competitive Grant Program	Digital Equity Competitive Grant Program	TBD	Currently MD DOL is in the Process of Submitting	

BALTIMORE CITY COMMUNITY COLLEGE
2024 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION

Baltimore City Community College (BCCC) provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

II. INSTITUTIONAL ASSESSMENT

State Plan Goal 1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

BCCC returned to a primarily in-person environment in spring 2022. Baltimore City, the College's primary service area, remained among the highest jurisdictions in the State for COVID-19 positivity and the lowest for vaccinations throughout the pandemic. Liberty Campus's zip code, 21215, had the highest positivity rate in the City. The pandemic's effects lasted longer than anticipated as related to enrollment and students' needs for support. The annual unduplicated credit headcount continued its primarily pandemic-driven decline to 4,924 in FY 2023 (Indicator 1b). However, FY 2024 enrollment showed increases in all terms, including an increase of over 400 students in fall 2023. Fall 2024 credit enrollment is ahead of fall 2023; a final enrollment of over 4,500 students is expected, moving BCCC closer to its benchmark. The proportion of part-time students declined slightly in fall 2023 but still represents most credit students (Characteristic A). The market share of first-time, full-time freshmen increased slightly while the market shares of part-time undergraduates and recent, college-bound high school graduates decreased (Indicators 2, 3, and 4). With the recent enrollment increases, BCCC expects to come closer to its benchmarks. The demographic and socio-economic characteristics of most students make full-time enrollment challenging. The percentage of credit students 25 years of age and older increased to 53.6%, 68.2% of spring 2022 CCSSE respondents provide care for dependents, and 46.1% work at least 20 hours per week (Characteristics F and G). To accommodate various scheduling needs, the 14- and 10-week fall and spring sessions (initiated during the pandemic) are now standard in the academic calendar as are a mix of day, evening, early morning, Saturday, face-to-face, synchronous, and asynchronous classes.

The shift to a remote learning environment occurred in spring 2020 and was in place for FY 2021 and over half of FY 2022. The credit online enrollments in FY 2023 surpassed the benchmark established prior to the pandemic (Indicator 6). The percentage exclusively enrolled in distance education decreased slightly to 12.1% from fall 2022 but remains higher than in fall 2019, the last fall before the pandemic. The proportion exclusively enrolled in face-to-face classes increased to 62.7%, above fall 2019 (Characteristic I). BCCC provides scheduling options and wrap-around services to support students who attend in person and remotely. A balance of face-to-face, asynchronous, and synchronous sections is a key consideration in creating class schedules. BCCC began expanding its winter course offerings in 2021 which resulted in enrollment increasing from 35 students in winter 2020 to 247 in winter 2021. The increases in course offerings and enrollment continued through winter 2024 with 402 students.

The Baltimore City Public School System (BCPSS) saw a decline of over 500 students in their high schools from 2022 to 2023. BCCC's number of dual-enrolled high school students reached 481 in fall 2021 but declined in fall 2022 and fall 2023 (Indicator 5). In partnership with BCPSS, the Pathways in Technology Early College High School (P-TECH) program continues at Carver Vocational Technical, New Era Academy, and Paul Laurence Dunbar high schools. Over 200 P-TECH students are expected to register for the fall 2024 12-week session. The College and BCPSS are collaborating on developmental coursework to support the Blueprint for Maryland's Future, with a focus on Pillar 3, College and Career Readiness (CCR). Academic Affairs and the Early College Access Office are working with BCPSS staff to customize developmental reading/English (REN) and math courses for high school students to meet CCR standards through dual enrollment. BCCC is optimistic about meeting its dual enrollment benchmark.

The socio-economic characteristics of most BCCC students make affordability a key issue. The College holds workshops related to financial literacy and completing the revised FAFSA. Spring 2022 CCSSE respondents reported that 62.2% use their own income/savings as a major or minor source for paying their tuition; 47.5% reported that the lack of finances is likely to be what would cause them to withdraw from class or college; and 42.3% reported that working full-time would likely be the cause. Respondents to the fall 2023 Program Review and Evaluation student survey indicated 50% work 35 or more hours per week and 30.3% work 34 or less hours per week. BCCC's mission reflects its commitment to providing quality, affordable, and accessible education to its diverse population. The College strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions, 32.3% in FY 2023 (Indicator 7). The zero-dollar application fee and flat rate tuition and fee schedule for students enrolled in 12 to 18 credits has continued. Students received free textbooks in summer terms of 2020 through 2024 and free shipping in fall 2020, spring 2021, fall 2021, and spring 2022. In fall 2023, spring 2024, and fall 2024, books and shipping were free to students.

The Workforce Development & Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community and rebuilding its enrollment. The annual unduplicated headcount in continuing education students increased in FY 2022, fell in FY 2023, and increased by over 800 students in FY 2024 (Indicator 1c.). FY 2022 marked the return to in-person course offerings at the Harbor location and in the community along with virtual course options. Annual unduplicated headcount and course enrollments in continuing education basic skills and literacy courses fell in FY 2023 (Indicator 9). The annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses increased by 20 students in FY 2023 (Characteristic D). The College currently has four grants from the Maryland Office of Refugees and Asylees (MORA) which support students in ESOL courses. The MORA ESOL grant enables BCCC to serve hundreds of refugee and asylee students in English language classes. WDCE collaborates with the International Rescue Committee (IRC) and other community partners to continuously improve services for these students in Baltimore. The grant and Refugee Assistant Program classes, with IRC's partnership, provide needed referral services for students and their families. In FY 2023, the percent of students achieving at least one educational functional level decreased for Adult Basic Education (ABE) and English as a Second Language; both increased in FY 2024 (Indicator 10). ABE instructors integrate online platforms, such as Aztec Software, TABE Tutor, and Khan Academy into their lessons to increase the measurable skills gains. As part of Integrated English Language and Civics

Education (IELCE)/Integrated Education Training (IET) Workforce Investment Opportunities Act funds, a spring 2024 ABE and ESOL cohort was created for Warehousing training. CASA de Maryland supported BCCC by advertising and recruiting students. This aligns with IELCE's focus on providing instruction and IET for adult English language learners and job placement in in-demand industries that lead to economic self-sufficiency. This cohort meets all requirements and will increase ABE and ESOL course enrollment. Prior to the pandemic, community service offerings primarily focused on senior citizens. COVID-19 restrictions limited engagement with senior centers through FY 2023 and halted community service courses (Indicator 8).

BCCC's percentage of minority student enrollment has always exceeded the corresponding percentage in its service area; 95.2% of fall 2023 credit students and 88.6% of FY 2023 continuing education students were minorities compared to 71.0% of the City's population age 15 or over (Indicator 11). In fall 2023, 81.8% of full-time faculty and 71.6% of full-time administrative/professional staff were minorities (Indicators 12 and 13). The Human Resources Office continues to use various methods to attract diverse and qualified candidates. Openings are routinely posted on the BCCC website, HigherEdJobs.com, LinkedIn, InsideHigherEd.com, Indeed.com, Higher Education Recruitment Consortium.com, Talent.com, and The Chronicle of Higher Education. Open positions requiring specialized skills may utilize a more focused approach with niche websites including Dice, Idealist Careers, Society for Human Resource Management, Chesapeake Human Resources Association, American Association of Community Colleges, International Facility Management Association, CareerBuilder, National Association of College and University Business Officers along with various affinity groups.

State Plan Goal 2. Success: Promote and implement practices and policies that will ensure student success.

BCCC's fall-to-fall retention rates increased for all fall 2022 sub-cohorts except the college-ready group, which represents less than 5% of the total cohort. All four sub-cohorts have surpassed the benchmarks established (Indicator 14). Pell grant recipients had the highest retention rate at 55.1% and the developmental students had the highest increase of 11.6 percentage points. The four-year developmental completer rate increased to 39.6% for the fall 2019 cohort (Indicator 15). The Math department continues working with the Curriculum and Instruction Committee regarding which programs require both levels of developmental math, MAT 86: Integrated Pre-Algebra and Introductory Algebra and MAT 92: Intermediate Algebra. The college-level math courses required for each major are considered; only students enrolled in Science, Technology, Engineering, and Mathematics (STEM) majors are required to take both levels. As a result, more students complete their developmental math sooner. In person New Student Orientation returned for the fall 2024 semester with hundreds of participants taking the placement test and learning about BCCC's programs and services. These initiatives coupled with the AY 2021-2022 implementation of multiple measures and the addition of the "probation" academic status, put BCCC closer to attaining its benchmark.

Increasing the developmental completer rate is key to increasing persister rates. While BCCC's overall successful-persister rate for all students in the fall 2019 cohort decreased, the developmental completers' successful-persister rate remained far above other sub-cohorts and declined by less than two percentage points (Indicators 16 and 17). In fact, the graduation rate for

developmental completers increased by 3.4 percentage points (Indicator 18) despite fall 2019 being in the academic year in which the pandemic occurred (spring 2020). Streamlined levels of developmental courses in math and reading/English (REN) and placement recommendations for math based on major have made a positive impact. The Academic Achievement Center (AAC) provides support services to all students. Students in REN, ENG 101, and courses with writing assignments get help with thesis development, organization, style, or grammar. Tutoring Services assists with developmental and college-level math, English, science, business, technology, accounting, and computer-aided drafting and design. AAC provides a range of learning environments and resources to include individual, small group, and online tutoring, assistance with forming study groups, academic coaching, study skills workshops, and learning spaces with computer and study stations, textbooks, manipulatives, scientific models, and hands-on laboratories. The College was awarded a continuation grant to support its "VISTA Success Coaching" project focused on increasing pass rates in MAT 107: Modern Elementary Statistics, the first college-level math course for many programs. The E-Learning department has a Canvas Orientation course and provides a Canvas Essentials Guide to train students and faculty to fully utilize the learning management system. E-Learning conducts professional development for all faculty, credit and continuing education, which includes best practices for Canvas use. BCCC continues its work to expand support services, offer flexible scheduling options, and increase faculty and staff training. Student success remains the number one strategic priority.

In spring 2024, BCCC filled the full-time Coordinator of the Student Support and Wellness Services Center (SSWSC) position, a licensed social worker, to provide additional support for students' social and emotional needs along with the full-time counselor. The SSWSC provides free and confidential counseling to students for extra support with personal concerns affecting their academic success and general well-being. Services include teletherapy, individual and group counseling, consultation and training, classroom presentations, referrals to campus and community resources, and workshops for students, faculty, and staff. Workshops include time and stress management, drug and alcohol awareness, mental health, and sleep mindfulness. The SSWSC webpage offers resources for crisis intervention, housing assistance, food/nutrition services, and substance abuse. The Panther Talks series began in FY 2024 with guest speakers on topics including Healthy Relationships, Networking, Financial Literacy, and Cultural Diversity. Student Life & Engagement coordinated events with the student clubs including a trip to the Harriet Tubman Museum and Education Center, Holi Celebration, Women and Men on the Move Luncheons, International Day of Happiness, and Color Escape painting session.

The definition for Characteristic E, credit students receiving financial aid, changed in 2024 to exclude dual-enrolled students as they are not eligible for Pell grants. With that change, the percentage receiving Pell grants increased by 5.5 percentage points in FY 2023 and the proportion receiving any financial aid increased by 10.5 percentage points. FY 2023 marked the first year since the pandemic with federal work study (FWS) participants. The Higher Education Emergency Relief Fund (HEERF) was utilized to assist students with balances, tuition and fees, and textbooks. The fall-to-fall retention rate for the 2022 cohort of Pell grant recipients increased to 55.1%, surpassing the benchmark (Indicator 14). With 90.0% of CCSSE respondents indicating that financial aid advising is important to them, the Financial Aid Office (FAO) is committed to supporting students. The proportion of CCSSE respondents indicating that they were very satisfied with BCCC's financial aid advising services increased steadily from 34.5% in

2014 to 50.2% in 2022. Weekly "FAFSA Nights" are held to answer financial aid questions and assist current and prospective students in filing the FAFSA. In fall 2023, 70% of respondents to the Program Review and Evaluation student survey indicated they were satisfied with the FAO. BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services. Over 44% of the College's expenditures in FY 2023 were for instruction and academic support with an additional 7.5% for student services. HEERF use increased "other" revenues and expenditures in FY 2021, 2022, and 2023 (Characteristics J and K). In FY 2023, institutional HEERF was used to help students by covering summer tuition, fees, and books and to assist with account balances. The planning for and implementation of the new Enterprise Resource Planning system in fall 2022 and capital improvements increased "other" expenditures in FY 2021, 2022, and 2023.

BCCC's federally funded TRIO Student Support Services (SSS) Program is dedicated to supporting 230 first-generation, low-income, or disabled students by helping them gain the skills and strategies necessary for college success. SSS focuses on enhancing retention, graduation, and transfer rates through personalized counseling, tutoring, and support services tailored to students' academic and career-building needs. The FY 2023 annual performance report showed that SSS exceeded its objectives, enrolling 246 students and demonstrating strong outcomes including a persistence rate of 74% and a good academic standing rate of 82%. Additionally, 33% graduated with a degree or certificate, and 18% transferred to a four-year institution after graduation. SSS earned a perfect "Prior Experience" score in its renewal application, demonstrating effectiveness in fostering student success. Comprehensive support services and enriching activities provide a well-rounded college experience through graduation. SSS provided direct financial support, awarding $61,000 in grant aid and book award scholarships. These SSS initiatives, along with advising and diverse in-person and virtual learning opportunities, are integral to BCCC's strategy to recruit and retain students through successful completion of their goals.

The total number of degrees and certificates decreased in FY 2022 and 2023 (Indicator 20). The delays created by the pandemic, especially for Nursing and Health Professions (NHP) students, affected the number of graduates and progress toward the benchmark. The percentage of students with a cumulative GPA of 2.0 or above after the first year declined (Indicator 21). BCCC anticipates increases in future transfer students' GPAs bringing the percentage closer to the benchmark. The percentage of FY 2022 graduates who transfer to four-year institutions within one year increased to 50.4%, surpassing the benchmark (Indicator 22). With the return to more in-person activities, the on-campus Transfer Fair was reinstituted for the fall and spring terms with day and evening hours. Institutions from Maryland and surrounding states participated.

State Plan Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

In spring 2020, students in their final semester of NHP programs were not able to complete all their clinical and lab instruction due to the pandemic, which decreased the number of graduates eligible to take the respective licensing exams. In FY 2023, licensure exam pass rates fell for Dental Hygiene, Physical Therapist Assistant, Nursing, and Practical Nursing (PN). Nursing faculty and staff remain committed to ensuring students get the clinical experiences needed to demonstrate competency in the established learning objectives. The program remains focused on

"Strategies to Enhance Progression" and filling vacancies for embedded classroom tutors and on-campus clinical instructors. Students are required to participate in pre-entry sessions which include modules on learning styles, test taking, textbook reading/notetaking, time management, disability, support and wellness services, library tour, and nursing skills lab/Nursing Building tour in addition to "Orientation to Nursing Program/Review of the Nursing Student Handbook" and "BCCC Nursing Graduate" sessions. The fall 2024 Pre-entry Sessions survey showed high ratings on being useful in entering the program. PNUR 115 serves as an end-of-program intensive that prepares PN students to take the licensure exam. While the Maryland Board of Nursing has not published final FY 2024 licensure exam pass rates, the National Council of State Board of Nursing reports a pass rate of 100% for the August 2023 PN program graduates. The Respiratory Care graduates' licensure exam pass rates remained at 100% for the fourth consecutive year, surpassing the benchmark. Web-based study platforms and software in the lab are tools used to enhance student learning and critical thinking skills. Plans include an increased focus on general test- and note-taking strategies through the Retention Specialist. (Indicator 23)

Many programs utilize fieldwork placements for students to obtain hands-on skills and training to support graduation and employment goals. Such programs include Nursing and Health Professions, Biotechnology, Addiction Counseling, Allied Human Services, Early Childhood Education, Teacher Education, Criminal Justice, and Legal Assistant. Graduates employed within one year decreased slightly to 76.0% for FY 2022 graduates, which coincides with the increase in the number of FY 2022 graduates that transferred to a senior institution (Indicators 24 and 22). The median annualized income of FY 2020 career program graduates after three years increased by over $4,000 to $54,036, surpassing pre-pandemic levels for the second year (Indicator 24). Career Development Services (CDS) supports students' workforce goals with resume development, interview preparation, career readiness skills, individual employment plans, job search and placement, recruitment events, and workshops. In FY 2024, CDS placed students in such organizations as FutureCare, Kennedy Services, Seed School of Maryland, Grace Medical Center, Legal Services, Inc., and University of Maryland Medical Center.

The annual unduplicated headcount and course enrollments in continuing education workforce development courses fell in FY 2023 (Indicator 26). The unduplicated headcount and course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure increased in FY 2023 (Indicator 27). Enrollment in both increased in FY 2024 bringing them closer to the benchmarks. WDCE holds regular information sessions for workforce course offerings. BCCC is one of five Maryland institutions participating in the Cyber Warrior Diversity Program (CWDP) established by the General Assembly to train students in computer networking and cybersecurity to attain CompTIA certifications. BCCC students take additional classes to prepare for CompTIA exams in A+, Network+ and Security+. An additional course is offered for students with less computer science background. Courses include all books and on-line instructional materials. Up to two vouchers are given to students for the exam upon each completed course. If the first attempt is unsuccessful, additional tutoring is provided prior to testing with the second voucher. Enrichment activities include the Cyber Club, internships, and competitions which support progress toward certification and advanced awards in BCCC's Computer Technology and Cyber Security Career Pathway. It includes the CWDP's continuing education options in addition to lower division certificates in IT Basic Skills and Cyber Security and Assurance (CSA) and associate degrees in Computer Information Systems and CSA. BCCC

reported 133 CWDP students in December 2023. The unduplicated headcount and course enrollments in contract training declined in FY 2023 (Indicator 28). WDCE partners with organizations to offer training for certifications for in-demand jobs including patient care technician, multi-skilled medical technician, certified medicine aide, community health worker, certified nursing assistant/geriatric nursing assistant, customer service, childcare, construction, diesel mechanic, court reporting, information technology/cybersecurity, warehousing/logistics, and class B commercial driver's license. Contract training partners include Goodwill Industries, Johns Hopkins Hospital, Kennedy Krieger, Baltimore City Department of Social Services, Baltimore City Police Department, Mayor's Office of Economic Development, Maryland Department of Labor, and Baltimore Alliance for Careers in Healthcare. Training for Thomas Shortman Training Fund 32BJ Union for ESL, ABE, and more courses continued in FY 2024.

Institutional Responses

The 2024-2029 strategic planning process is data informed and action oriented. BCCC has partnered with an experienced higher education consulting firm to guide the long-term strategic planning cycle through development and implementation of unit-level plans. A software tool has been chosen to centralize and sustain institutional, unit/program, and course level planning and assessment to include accreditation, governance, and administration. Institutional performance indicators from mandated submissions (e.g., Performance Accountability Report, Managing for Results, and Realignment reports) will guide discussion to develop new metrics and action steps.

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

In addition to activities discussed above, BCCC is one of three Maryland community colleges to participate in the pilot Expanding SUCCESS initiative to reduce inequities in college completion through a partnership between MHEC and MDRC. BCCC's Panther SUCCESS program starts in fall 2024. Participants must enroll in at least nine credits and attend mandatory advising sessions to receive the monthly stipends. The College must submit activity and academic progress reports to MHEC. MHEC and MDRC meet regularly with the expansive BCCC team.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

In addition to Student Affairs conducting more transfer information sessions, the Assistant Vice President for Academic Engagement & Partnerships is working to build articulation agreements with senior institutions that create pathways transfer student success. A search is underway for a Transfer & Articulation Services Coordinator. BCCC staff serve on the statewide Transfer with Success Working Group and formed an internal working group focused on implementing practices to ensure full compliance. Creating transfer goals will be part of the strategic planning process that will make greater use of National Student Clearinghouse's Student Tracker data.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

As discussed, completion of developmental courses remains one of the biggest challenges to completion. Typically, as those rates improve, so do retention and completion rates. More detailed developmental course outcomes data will be a focus in the strategic planning process, particularly as dual-enrolled students come to BCCC for those courses. As financial support is key for access and retention, increasing financial aid awareness and support remains a priority.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

Experiential learning components, required for many academic programs, provide valuable opportunities to gain skills and workplace experience. In 2024, over 90 students in Early Childhood Education, Allied Human Services, Criminal Justice, and Biotechnology had placements throughout Maryland. Over 400 Nursing and Health Professions students had clinical experiences in hospitals, clinics, fire departments, and urgent and senior care centers. BCCC's program review & evaluation and program accreditations include surveys of students, faculty, graduates, employers, and/or advisory bodies. Results will be used in the strategic planning process to improve graduates' preparation for employment. Federal Work Study (FWS) offers part-time employment, often related to students' academic and career goals, providing relevant work experience. BCCC partners with community organizations for FWS industry placements.

COMMUNITY OUTREACH AND IMPACT

BCCC's Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and improving communities in the greater Baltimore area. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers. BCCC was one of five colleges to receive a Dr. Martin Luther King (MLK), Jr. National Day of Service grant to support campus-community volunteer generating events to commemorate MLK, Jr., Day. Student Life & Engagement (SLE) coordinated the event held on campus where students, staff, and community volunteers distributed meals and personal hygiene packages. The Liberty campus continues to be a national voter registration site for the community. BCCC hosted the Hispanic Heritage Festival with food, prizes, and live music as well as Nepali Culture Day where students shared food and customs with the community. International Education Week celebrated culturally diverse events. Black History month's community events on campus included Black Cinema Tuesday, 15 Black Scholars Everyone Should Know, National Black HIV/AIDS Awareness Luncheon (with community partner John G. Bartlett Specialty Practice). National awareness events included Breast Cancer and Alzheimer's Disease Awareness. SLE collected donations of hats, gloves, and socks for the community. The STEM Club and STEM students participated in the annual Maryland Collegiate STEM Conference, organized by community college faculty, for community college students to exhibit their original research. BCCC was a proud sponsor.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
U. S. Department of Education	Child Care Careers and Professional Development	CCCPDF	104,028.30	6/1/2023	6/30/2025
U. S. Department of Education	TRIO Student Support Services	TRIO SSS	415,290.00	9/1/2024	8/31/2025

Baltimore City Community College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1170		94		426		650	
2	Number attempting fewer than 18 hours over first 2 years	553		61		46		446	
3	Cohort for analysis (Line 1 – Line 2)	617	100.0%	33	100.0%	380	100.0%	204	100.0%
4	Earned Associate degree from this community college	94	15.2%	5	15.2%	89	23.4%	0	0.0%
5	Earned certificate, but no degree, from this community college	23	3.7%	3	9.1%	19	5.0%	1	0.5%
6	Total associate and certificate graduates (Line 4 + Line 5)	117	19.0%	8	24.2%	108	28.4%	1	0.5%
7	Transferred to Maryland two-year/technical college	45	7.3%	5	15.2%	24	6.3%	16	7.8%
8	Transferred to Maryland public four-year college	77	12.5%	8	24.2%	67	17.6%	2	1.0%
9	Transferred to Maryland private four-year college or university	4	0.6%	0	0.0%	4	1.1%	0	0.0%
10	Transferred to out-of-state two-year/technical college	10	1.6%	1	3.0%	7	1.8%	2	1.0%
11	Transferred to out-of-state four-year college or university	23	3.7%	2	6.1%	17	4.5%	4	2.0%
12	Total transfers (sum of Lines 7 - 11)	159	25.8%	16	48.5%	119	31.3%	24	11.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	61	9.9%	5	15.2%	56	14.7%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	215	34.8%	19	57.6%	171	45.0%	25	12.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	69	11.2%	2	6.1%	64	16.8%	3	1.5%
16	Successful transition to higher ed (Line 14 + Line 15)	284	46.0%	21	63.6%	235	61.8%	28	13.7%
17	Enrolled at this community college last term of study period	30	4.9%	2	6.1%	16	4.2%	12	5.9%
18	Successful or persisting (Line 16 + Line 17)	314	50.9%	23	69.7%	251	66.1%	40	19.6%

BALTIMORE CITY COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

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

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
A Fall credit enrollment				
a. Unduplicated headcount	4,181	3,864	3,538	3,939
b. Percent of students enrolled part time	71.8%	79.2%	76.1%	75.0%

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
B First-time credit students with developmental education needs	47.0%	55.2%	83.5%	75.3%

	FY 2018	FY 2019	FY 2020	FY 2022*
C Credit students who are first-generation college students (neither parent attended college)	48.4%	CCSSE Not Admin	35.9%	59.7%
* CCSSE is administered every two years.				

	FY 2020	FY 2021	FY 2022	FY 2023
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1,547	872	1,333	1,353

	FY 2020	FY 2021	FY 2022	FY 2023
E Credit students receiving financial aid*				
a. Receiving any financial aid	51.8%	62.4%	59.0%	69.5%
b. Receiving Pell grants	38.8%	36.4%	39.0%	44.5%
*Note - New definition excludes dual enrollment from denominator.	6,740	5,806	5,110	4,339

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
F Students 25 years old or older				
a. Credit students	52.5%	52.2%	45.7%	53.6%

	FY 2020	FY 2021	FY 2022	FY 2023
b. Continuing education students	75.8%	72.6%	77.1%	91.2%

	FY 2018	FY 2019	FY 2020	FY 2022*
G Credit students employed more than 20 hours per week	44.1%	CCSSE Not Admin	44.4%	46.1%
* CCSSE is administered every two to three years.				

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	3.7%	2.8%	3.3%	3.5%
b. Black/African American only	76.5%	76.0%	64.6%	68.7%
c. American Indian or Alaskan native only	0.05%	0.30%	0.3%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.02%	0.05%	0.0%	0.1%
e. Asian only	2.0%	1.5%	1.0%	0.7%
f. White only	6.6%	5.4%	3.8%	4.1%
g. Multiple races	2.1%	2.8%	2.2%	2.2%
h. Foreign/Non-resident alien	7.4%	8.1%	21.0%	16.3%
i. Unknown/Unreported	1.6%	3.2%	3.8%	4.2%

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	100.0%	99.2%	12.7%	12.1%
b. Enrolled in some, but not all, distance education	0.0%	0.7%	27.8%	25.2%
c. Not enrolled in any distance education	0.0%	0.1%	59.5%	62.7%

	FY 2020	FY 2021	FY 2022	FY 2023
J Unrestricted revenue by source				
a. Tuition and fees	23.1%	23.2%	18.1%	15.9%
b. State funding	71.3%	71.1%	73.3%	74.0%
c. Local funding	1.0%	1.1%	1.1%	1.0%
d. Other	4.6%	4.5%	7.5%	9.1%

	FY 2020	FY 2021	FY 2022	FY 2023
K Expenditures by function				
a. Instruction	41.6%	41.9%	40.1%	35.5%
b. Academic support	13.4%	10.5%	10.3%	8.7%
c. Student services	10.0%	9.9%	8.6%	7.5%
d. Other	35.0%	37.6%	41.0%	48.3%

BALTIMORE CITY COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	11,119	8,940	8,848	7,586	**14,300**
	b. Credit students	7,025	6,358	5,761	4,924	**7,473**
	c. Continuing education students	4,193	2,659	3,126	2,710	**7,152**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	18.4%	13.2%	12.3%	12.4%	**23.4%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time undergraduates	33.7%	35.0%	32.5%	26.3%	**38.7%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	36.6%	20.7%	18.4%	12.0%	**37.0%**

		Fall 2020	Fall 2021	Fall 2022*	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	442	481	436	234	**640**
	(Note: Fall 2018 includes those who enrolled after EIS)					
	* May not include all PTECH					

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	9,152	27,238	18,573	8,928	**7,639**
	b. Continuing education, online	135	5,330	5,672	2,558	**176**
	c. Credit, hybrid	1,211	0	47	0	**740**
	d. Continuing education, hybrid	0	0	0	0	**0**

		FY 2021	FY 2022	FY 2023	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	3314	3314	3314	3314	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	36.8%	33.7%	33.0%	32.3%	**36.8%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	39	43	0	7	**78**
	b. Annual course enrollments	47	49	0	7	**95**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	2,981	1,707	2,258	1,825	**3802**
	b. Annual course enrollments	5,572	3,244	4,179	3,340	**7,604**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	21.5%	23.4%	26.5%	17.0%	**36.2%**
	b. At least one ESL educational functioning level	24.8%	24.5%	22.5%	19.7%	**43.3%**
	Note: Not reported if < 50 students in the cohort					

BALTIMORE CITY COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

11 Minority student enrollment compared to service area population	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
a. Percent nonwhite credit enrollment	92.7%	94.5%	95.5%	95.2%	**93.0%**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	97.4%	90.0%	89.2%	88.6%	**92.0%**

	July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	70.5%	70.5%	71.0%	71.0%	**NA**

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	77.1%	75.3%	80.0%	81.8%	**BCCC does not benchmark.**

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	75.3%	73.5%	68.8%	71.6%	**BCCC does not benchmark.**

Goal 2: Success

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	31.2%	39.3%	37.5%	43.1%	**36.0%**
b. Pell grant recipients	35.0%	55.4%	44.7%	55.1%	**40.0%**
c. Developmental students	31.3%	40.2%	36.6%	48.2%	**36.0%**
d. College-ready students	29.3%	38.5%	56.1%	48.0%	**34.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	36.4%	34.9%	38.8%	39.6%	**46.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort*	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	na (n=21)	na (n=29)	na (n=10)	na (n=33)	**69.3%**
b. Developmental completers	77.6%	75.1%	67.7%	66.1%	**82.6%**
c. Developmental non-completers	27.0%	46.0%	30.3%	19.6%	**NA**
d. All students in cohort	57.7%	62.2%	53.0%	50.9%	**62.7%**

*May change with updated National Student Clearinghouse (NSC) file.

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	na (n=23)	na (n=14)	na (n=19)	na (n=19)	**NA**
b. Black/African American only	54.3%	62.3%	53.0%	49.9%	**NA**
c. Asian only	na (n=17)	na (n=14)	na (n=7)	na (n=14)	**NA**
d. Hispanic/Latino	na (n=19)	na (n=10)	40.4%	na (n=31)	**NA**

Note: Not reported if < 50 students in the cohort for analysis
*May change with updated NSC file.

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	na (n=21)	na (n=29)	na (n=10)	na (n=33)	**58.3%**
b. Developmental completers	43.7%	54.7%	41.6%	45.0%	**71.1%**
c. Developmental non-completers	23.6$%	30.0%	26.1%	12.3%	**NA**
d. All students in cohort	36.7%	43.3%	35.9%	34.8%	**51.5%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	na (n=23)	na (n=14)	na (n=19)	na (n=19)	**NA**
b. Black/African American only	35.3%	43.5%	36.1%	32.4%	**NA**
c. Asian only	na (n=17)	na (n=14)	na (n=7)	na (n=14)	**NA**
d. Hispanic/Latino	na (n=19)	na (n=10)	23.1%	na (n=31)	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	544	581	473	466	**706**
b. Career degrees	250	272	246	242	**NA**
c. Transfer degrees	134	154	139	120	**NA**
d. Certificates	160	155	88	104	**NA**
e. Unduplicated graduates	484	521	433	420	**NA**

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	87.8%	84.6%	78.8%	76.7%	**90.3%**

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year* (Transfer to four-year institutions)	70.1%	48.5%	46.8%	50.4%	**48.0%**

FY 2019 updated in 2022; FY 2022 updated in 2024.

<p style="background-color:yellow">**Goal 3: Innovation**</p>

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing - National Council	77.1%	81.7%	78.0%	72.3%	**90.0%**
Number of Candidates	48	71	41	47	
b. Licensed Practical Nurse - National Council	80.0%	73.3%	66.7%	65.2%	**90.0%**
Number of Candidates	10	15	12	23	
c. Physical Therapy - Assessment Systems	100.0%	88.9%	66.7%	57.1%	**90.0%**
Number of Candidates	11	9	6	7	
d. Dental Hygiene - National (Written) Board	100.0%	Not Applicable*	92.9%	75.0%	**90.0%**
Number of Candidates	13	0	14	16	
e. Respiratory Care - MD Entry Level Exam	100.0%	100.0%	100.0%	100.0%	**95.0%**
Number of Candidates	8	8	4	8	

 * Due to COVID-19 related delays.

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24 Graduates employed within one year	80.8%	77.7%	77.7%	76.0%	**NA**

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$23,440	$20,040	$24,304	$24,792	**NA**
b. Median annualized income three years after graduation	$45,140	$39,536	$49,912	$54,036	**NA**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,439	1,337	1,284	914	**2,472**
b. Annual course enrollments	1,831	2,164	1,940	1,973	**3,296**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	739	744	739	809	**2,472**
b. Annual course enrollments	1,023	1,254	1,246	1,382	**3,296**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	726	506	392	262	**2,025**
b. Annual course enrollments	1,057	1,035	610	469	**2,700**

Carroll Community College
2024 Performance Accountability Report

Mission

Empowering learners. Changing lives. Building community. Carroll Community College provides accessible, high-quality educational opportunities to advance careers, enrich lives, and strengthen the community we serve.

Institutional Assessment

Student Characteristics

Carroll Community College's FY2024 unduplicated headcount for fall credit students continued its upward trajectory from the prior two years. In alignment with national trends, the percentage of students enrolled part-time increased as well (indicator A). The College continued to see modest increases in enrollment for Hispanic/Latino and Black students, as well as students of multiple races (indicator H); the credit student population is somewhat more diverse than Carroll's service area, which is approximately 86% White. Reflecting the College's concentrated outreach and support efforts, the unduplicated headcount of learners in English for Speakers of Other Languages (ESOL) courses increased in FY2023 and has more than doubled since FY2021 (indicator D). Just over half of Carroll's credit students enrolled exclusively in face-to-face courses in Fall 2023, while a little less than 20% enrolled exclusively in distance education courses (indicator I).

State Plan Goal 1: Access

Enrollment is a key focus for the College each year. Credit student enrollment increased in FY2023 (indicator 1b), and again in FY2024, with a credit student headcount of just under 4,200. Carroll expects to keep inching towards the credit student headcount of 4,500 by FY2025. The annual unduplicated headcount for continuing education students (indicator 1c) continues to rebound following the pandemic, exceeding pre-COVID numbers in FY2023. While Carroll's continuing education student enrollment continues to improve, it is not expected that the College will meet the benchmark by the end of FY2025. A major challenge that impedes progress is the county's low unemployment rate and individuals not needing non-credit training to secure employment. The College plans to improve performance by implementing new industry-relevant programs, including security guard training, which will be required for employment in the State starting in January 2025. The College also just launched a Millwright Registered Apprenticeship Program in partnership with Heidelberg Materials, LLC. Moreover, the College has entered into an MOU with justice partners including the Carroll County State's Attorney's Office, the Carroll County Courts, the Carroll County Sherriff's Office, Maryland Department of Human Services, Carroll County Workforce Development, and numerous employers to create an ecosystem that provides greater access to reentry training at Carroll and also leverage Carroll's short term training credentials as a tool in divergence programming.   Additionally, the College has

developed and is in the second year of implementing a marketing plan to promote short-term training.

Enrollment in lifelong learning (indicator 8) has recovered to pre-pandemic levels, and with both unduplicated headcount and annual course enrollments doubling from FY2022 to FY2023, Carroll will likely meet or exceed established benchmarks for this indicator by FY2025.

Less clear is whether the College will meet its FY2025 benchmark of 45% for Indicator 2, market share of first-time, full-time freshmen. Fall 2023 numbers for this indicator continued to lag, sustaining a four-year downward trajectory and reflective of national trends away from full-time post-secondary enrollment. Conversely, at 73.5%, Carroll's market share for part-time undergraduates remained above the 70% benchmark (indicator 3). The College also met its goal for high school enrollment (indicator 5), at 150% of the FY2025 benchmark in FY2023. Other indicators exceeding the FY2025 benchmarks related to online and hybrid learning in credit and continuing education (indicator 6), with the single exception of indicator 6d related to hybrid continuing education. Carroll no longer offers hybrid continuing education courses as there is little to no demand for the modality.

The College strives to make tuition and fees as affordable as possible, and, at 50.2% of the tuition and fees of Maryland public four-year institutions in FY2024, has achieved steadily declining charges year-over-year and has nearly met the FY2025 benchmark of 50% (indicator 7).

Carroll has far exceeded established FY2025 benchmarks related to indicator 9, which centers on enrollment in continuing education basic skills and literacy courses. The College has also outpaced benchmarks related to adult basic education and English as a second language (indicator 10). As noted earlier in this report, enrollments for credit and non-credit students of color (indicator 11) have trended upwards in recent years, exceeding benchmarks. The College fell short, however, in hiring faculty and administrative and professional staff of color. Carroll continues to emphasize equitable hiring practices and outreach to a diverse applicant pool, and will be developing a Diversity, Equity, Inclusion and Belonging plan in FY2025 that includes goals and metrics related to hiring, with the expectation that the College will meet its FY2025 benchmarks.

State Plan Goal 2: Success

At nearly 64%, fall-to-fall retention rates for all students is above the College's benchmark (indicator 14a), although the retention of specific student populations are not quite at their respective benchmarks (14b-d). Like other Maryland community colleges, Carroll continues to expand options for students who need developmental coursework, including directed self-placement and co-requisite instruction. As a result, the raw number of students still placing into traditional developmental courses (indicator 14c) has decreased over past years, which may partially account for the downward trajectory of the retention of this student population between the Fall 2020 and Fall 2022 cohorts, and the corresponding decline of the graduation-transfer rate of developmental completers (indicator 18b). Support and resources for students taking

developmental courses remain robust at Carroll. Should a faculty member raise any concern in the College's retention software system about a student taking one or more developmental courses, the student is immediately contacted for intervention and assistance. This consistent focus on the population of students registered for developmental courses has resulted in the College meeting its benchmark for developmental completers after four years (indicator 15). Fall-to-fall retention of college-ready students has steadily increased over the past four years (indicator 14d), and although the College has not quite hit the 75% benchmark at this time, it continues rigorous efforts in wraparound supports, tutoring, dedicated advising, and mental health services. Recognizing the national crisis surrounding mental health, particularly for college-aged students, in FY2024 Carroll invested in a new third-party counseling service, *Timely Care*. In the 2023-2024 academic year, the College saw a 20% increase in student participation in counseling services, with the majority categorized as scheduled counseling to address anxiety, stress, depression, relationships, and substance abuse. The College also partners with Transform Mid-Atlantic to host an Americorps Volunteers in Service to America (VISTA). Carroll's 2023-2024 VISTA assisted with Carroll's wellbeing and student support efforts, including maintaining a comprehensive database of resources available to the College population; developing and facilitating programming focused on wellbeing and mindfulness, such as meditation; managing Carroll's Relaxation Station; and conducting preliminary outreach to students who submit a request for assistance with study skills, food insecurity, technology, and mental health.

Carroll's successful-persister rates are approaching the benchmark for all students (indicator 16d) and college-ready students (Indicator 16a) but continue to reflect the effects of the COVID pandemic on the Fall 2019 cohort. While Carroll's overall graduation-transfer rate (indicator 18d) is above the benchmark, other indicators related to graduation, transfer, and number of degrees and certificates awarded (indicators 18a, 18b, and 20a) also show the lingering effects of the pandemic. On a positive note, 92.5% of students who transfer from Carroll to another higher education institution boast first-year GPAs above 2.0 (indicator 21), exceeding the College's benchmark, and the College also was above its benchmark for Carroll graduates enrolling at a baccalaureate institution within one year (indicator 22).

State Plan Goal 3: Innovation

The College continues to make progress with indicators related to continuing education. Although indicators remain below the benchmark, there have been notable increases in enrollment in workforce development courses (indicator 26), certification and licensure courses (indicator 27), and contract training courses (indicator 28). While indicators are improving, it is not anticipated that the College will reach these benchmarks. The College is undertaking numerous initiatives to ensure that completers leave with employable skills. Most importantly, the College has received a $2.85 million grant that will enable it to establish a trades center and provide scholarships, stipends, and tools to reduce barriers to trades education and cover the cost of industry certification tests. The grant will enable the College to expand its capacity in welding, advanced manufacturing, and entrepreneurship, and create new carpentry and plumbing apprenticeship programs, along with a new animal grooming program.

The College also received an Employment Advancement Right Now (EARN) grant that will enable it to develop and deliver three high-tech and electric vehicle repair and maintenance pathways that map to numerous Automotive Service Excellence (ASE) certifications. This grant will provide scholarships, stipends, and equipment, and cover the cost of ASE certification exams. For the programs covered by each of these grants, the College will employ the Integrated Education and Training Model (IET) to provide contextualized language instruction to English Language Learners, enabling them to access and successfully complete training programs.

The College projects the following enrollments as a result of these grants over the next three years:

Program	Year 1	Year 2	Year 3	Total Served
Welding	40	60	60	160
High-Tech Automotive/EV	26	35	35	96
Carpentry	10	15	18	43
Plumbing	10	15	18	43
Manufacturing	7	9	11	27
Animal grooming	8	10	15	33
Entrepreneurship	12	18	24	54
TOTAL	113	162	181	456

Commission Questions:

In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

During FY 2024, Carroll implemented a comprehensive enrollment management plan that ensures access, diverse representation, academic success, and affordability for all student groups throughout the enrollment life cycle—from prospect to graduate. The plan provided multiple initiatives directly related to completion.

For example, to encourage CLEP testing, Carroll offered ten tests free of charge to eligible students. Eligible students were given information about the format and content of the CLEP test prior to their test date. All ten free tests resulted in 12 credits for each test taker for a total of 120 credits earned towards degree completion. Additionally, Carroll regularly contacts former students who have earned 45 or more credits but have not graduated. The communication reminds them they can apply for graduation and informs them about the Reverse Transfer opportunity. Communication is sent to both their Carroll and personal email addresses. Furthermore, during the registration period for each term, Carroll contacts students not enrolled within the last year and alerts them that it is registration time and to consider returning. As a result of these and other initiatives, Carroll graduation-transfer rates after four years continue to improve. This improvement can be seen across student groups.

Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

Carroll's goal related to transfer student success is the same as what is measured in the Performance Accountability Report – a Grade Point Average (GPA) of 2.0 or above at transfer institution after one year at Maryland public four-year institutions. The data are reported for transfer students who earned at least 12 credits at the community college and attended within two years prior to transfer. These data are provided annually by the Maryland Higher Education Commission.

Carroll's Planning Advisory Council established the AY2024-2025 benchmark for PAR indicator 21 after reviewing trend data and factoring in relevant contextual knowledge. During the process, the benchmark for the percentage of students meeting the criteria was set at 90%, a five-percentage point increase over the benchmark for the previous reporting cycle, signifying the College's confidence in the preparedness of students who transfer to baccalaureate institutions.

Carroll has recently established dual admissions transfer partnerships with several four-year colleges and universities. The partnership offers Carroll students guaranteed admission and transfer of all their credits to the partner school after they graduate from Carroll with their associate degree. Partnerships currently exist with McDaniel College, University of Baltimore, University of Maryland Global Campus (UMGC), Towson University, and University of Maryland, Baltimore County (UMBC). As the program develops, Carroll is gathering baseline data to support the development of outcome goals for students participating in the program.

In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

Carroll monitors multiple key metrics related to equity gaps. The biggest challenge Carroll faces in attempting to eliminate gaps is the limited size of many student groups. In many student groups, a single outlier or two can significantly impact student results. This leads to volatility in the data, making it difficult to interpret the data because of the statistical significance and ability to generalize findings based on the analysis. Moreover, the intersectionality of the smaller student groups requires nuanced approaches to the disparate and discrete needs of students.

Based on 49 recommendations to advance and sustain diversity, equity, inclusion, and belonging at Carroll provided by external partner BDO in FY2023, Carroll is developing a long-term Diversity, Equity, Inclusion, and Belonging Plan.

How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e., internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

Under the Blueprint for Maryland's Future, the College has entered into an MOU with Carroll County Public schools to provide free to the student dual enrollment training in Dental Technician, Pharmacy Technician, Automotive and Welding, with each of these programs

leading up to an industry recognized credential or licensure. Carroll provides the related technical instruction for three registered apprenticeship programs (Electrical, HVAC, and Millwright) in which a student will earn journeyman status upon completion. Additionally, Allied Health and Animal Science programs require clinical experience to ensure students gain in-demand skills and real-world experience.

Carroll's workforce programs are supported by experienced industry advisory boards that help the College ensure that the educational pathway sufficiently prepares students with the knowledge, skills, and abilities to commence employment immediately upon completion.

Moreover, in the past academic year, Carroll's Career Development Office had just over 1,500 interactions with credit students. Career-focused programming included nine *Lunch and Learns*, which connect students to professionals in a career as part of a specific course; five *Lynx Level Ups*, workshops focused on career and self-exploration, workforce readiness, and employment; numerous career counseling sessions; a panel presentation focused on employment in the Social Sciences; *Employers on Campus* events; and a Department of Natural Resources Career symposium. Career Development hosted a successful Career Fair with 52 companies present, along with two more intimate Area of Study career fairs to meet the growing needs of employers and students. Nine credit students completed for-credit internships, securing positions relevant to their majors. Students in Carroll's highest-enrolled associates-to-career credit programs were provided with resume, interview, and professionalism workshops, followed by one-on-one meetings. Moreover, since Career Development is a part of Student Engagement, the widely recognized career competencies developed by the National Association of Colleges and Employers (NACE) have been engrained into other facets of student life such as Honors programs, service-learning, and leadership training, encouraging students to consider their future throughout many aspects of their college experience.

Community Outreach and Impact

As in previous years, Carroll maintained a strong partnership with Carroll County Public Schools in FY2024. Nearly 1,400 dually enrolled CCPS students completed credit courses at Carroll in FY2024. As noted above, Carroll continued to cement partnerships with state baccalaureate institutions. In Spring 2024, the College signed a new dual admissions agreement with the University of Maryland Baltimore County that allows students to transfer up to 70 credits and includes comprehensive pre-transfer advising to support a seamless student progression from Carroll to UMBC.

The College is intentional in partnering with our local agencies to enhance career connections with youth. The College has entered into a Workforce MOU with its local education agency and local workforce agency to increase career counseling and career awareness among middle and high school students. Carroll also offered summer camp sessions that align to credit and workforce programs to enhance camper to credit transitions.   One example of a camp offered this year is *Camp Scrubs*, where campers explore the world of medicine and learn real-life medical skills.

The College also partnered with Carroll County Workforce Development to bring their Summer Youth Employment Program to campus. Approximately 45 youth came to campus for a hands-on tour of Carroll's credit and non-credit programs, attending sessions focused on topics such as resume writing, career exploration, and mock interviews. The program also included a job fair that was open to the public. Additionally, the College has established an MOU with the Literacy Council of Carroll County to better support adult basic education students in accessing necessary supports throughout the community.

The College will be hosting *TedX Westminster* in March with the theme of coming together as a community. Representatives from community partners and the College will deliver Ted Talks on topics relevant to Westminster and the Carroll County region.

Throughout the year, Carroll continued to host community-building, enriching events for the county. The inaugural Winter Market, a festive marketplace for community members to shop, eat, and experience the College's facilities held in December 2023, received an enthusiastic response. Sixty vendors sold their wares to more than one thousand shoppers. The College's Democracy Lab continued to provide a forum for the community to discuss complex topics such as artificial intelligence, gender identity, and climate change. Carroll also sponsored and hosted the annual Carroll Citizens for Racial Equity Spring 2024 conference and the community Juneteenth celebration. Finally, the second annual Family Fun Fest took place in April 2024, offering myriad activities such as a scavenger hunt, drone demonstrations, fire safety instruction, and free books for youth attendees.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
US Department of Education	College Work Study		49,093		9/30/2024
US Department of Education	S.E.O.G.		172,393		9/30/2024
US Department of Education	Pell Grants		2,067,135		9/30/2024
US Department of Education	Direct Lending Program		839,028		9/30/2024
MD Department of Labor	Consolidated Adult Education and Literacy Services Program	AEFLA Adult Basic Education (ABE/ESL)	154,266	7/1/2023	6/30/2024
MD Department of Labor	Consolidated Adult Education and Literacy Services Program	AEFLA Adult Secondary Education (ASE)	38,943	7/1/2023	6/30/2024
MD Department of Labor	Consolidated Adult Education and Literacy Services Program	AEFLA Family Literacy (FL)	23,047	7/1/2023	6/30/2024
MSDE	Child Care Career and Professional Development		135,599	7/1/2023	6/30/2024
MHEC	GEER II		254,584	3/1/2021	9/30/2023
MD Department of Labor	State Apprenticeship Expansion Grant, Hospitality Management	Hospitality Management Apprenticeship Program	319,274	11/16/2023	3/30/2026
University of Maryland	Small Business Development Center	Small Business Development Center	176,666	1/1/2024	12/31/2024
University of Maryland	Small Business Development Center	Small Business Development Center	176,666	1/1/2023	12/31/2023
University of Maryland	Maryland Economic Opportunity Center	Maryland Economic Opportunity Center	172,583	9/1/2022	6/30/2024

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

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	3,060	2,770	2,891	3,164
	b. Percent of students enrolled part time	67.0%	67.8%	70.2%	71.5%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	11.6%	26.7%	27.8%	24.8%

		FY 2020	FY 2021	FY 2022	FY 2023
C	Credit students who are first-generation college students (neither parent attended college)	38.3%	38.3%	21.3%	21.3%

		FY 2020	FY 2021	FY2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	247	158	239	346

		FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	31.8%	34.2%	56.2%	55.9%
	b. Receiving Pell grants (excluding high school students)	19.3%	18.0%	17.1%	18.3%
	Note: Methodology for (b) has changed from prior reports.				

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older				
	a. Credit students	21.2%	21.3%	17.8%	18.3%

		FY 2020	FY 2021	FY2022	FY 2023
	b. Continuing education students	75.3%	78.3%	75.4%	76.0%

		FY 2017	FY 2019	FY 2021	FY2023
G	Credit students employed more than 20 hours per week	57.4%	47.7%	46.0%	39.3%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	5.7%	6.5%	6.6%	7.5%
	b. Black/African American only	4.5%	5.0%	5.1%	6.3%
	c. American Indian or Alaskan native only	0.4%	0.3%	0.4%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.1%	0.1%
	e. Asian only	2.9%	2.8%	3.7%	3.8%
	f. White only	81.4%	80.4%	78.1%	75.0%
	g. Multiple races	3.3%	4.0%	4.7%	5.3%
	h. Foreign/Non-resident alien	0.2%	0.2%	0.4%	0.5%
	i. Unknown/Unreported	1.6%	0.8%	0.9%	1.2%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	53.5%	22.1%	14.5%	18.0%
	b. Enrolled in some, but not all, distance education	35.9%	36.7%	33.6%	26.8%
	c. Not enrolled in any distance education	10.6%	41.2%	51.8%	55.2%

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		FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source				
	a. Tuition and fees	36.5%	32.7%	29.6%	28.0%
	b. State funding	28.2%	26.8%	29.4%	34.2%
	c. Local funding	34.9%	37.3%	36.9%	37.0%
	d. Other	0.5%	3.2%	4.1%	0.8%

		FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function				
	a. Instruction	44.8%	43.7%	42.1%	42.6%
	b. Academic support	12.5%	13.6%	13.1%	13.3%
	c. Student services	10.3%	10.8%	10.5%	10.4%
	d. Other	32.4%	31.9%	34.3%	33.7%

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	9,177	7,183	8,199	9,391	**10,635**
	b. Credit students	4,304	4,145	3,806	3,998	**4,500**
	c. Continuing education students	5,098	3,230	4,602	5,676	**7,000**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	47.9%	40.0%	42.4%	39.3%	**45.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time undergraduates	69.4%	68.8%	72.5%	73.5%	**70.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduat	50.6%	46.4%	39.7%	41.6%	**55.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	685	619	807	1,022	**700**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	2,786	6,089	6,152	4,915	**3,850**
	b. Continuing education, online	269	666	565	1,981	**450**
	c. Credit, hybrid	699	1,367	1,180	1,204	**650**
	d. Continuing education, hybrid	0	0	0	0	**150**

		FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$5,100	$5,160	$5,160	$5,160	**NA**
	b. Percent of tuition/fees at Md public four-year	52.8%	52.5%	51.4%	50.2%	**50.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,821	857	928	1,871	**1,975**
	b. Annual course enrollments	3,494	1,487	1,644	3,392	**4,000**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	355	285	396	504	**350**
	b. Annual course enrollments	532	672	854	1,029	**650**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	13.8%	36.4%	34.9%	39.8%	**20.0%**
	b. At least one ESL educational functioning level	14.5%	30.8%	41.1%	40.2%	**30.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	16.9%	18.8%	20.8%	23.8%	**17.0%**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	19.4%	23.7%	25.5%	28.3%	**17.0%**

		July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	11.0%	11.5%	12.3%	13.3%	**NA**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	13.8%	12.8%	11.7%	12.0%	**17.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative	7.5%	9.9%	8.3%	8.4%	**9.0%**

Goal 2: Success

		Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	61.3%	65.3%	61.0%	63.6%	**60.0%**
	b. Pell grant recipients	57.8%	65.8%	64.0%	63.6%	**65.0%**
	c. Developmental students	49.7%	54.3%	51.1%	47.7%	**55.0%**
	d. College-ready students	66.7%	66.9%	64.6%	69.8%	**75.0%**

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	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	50.6%	69.2%	56.2%	55.4%	**55.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	86.7%	89.0%	89.6%	84.6%	**90.0%**
b. Developmental completers	83.9%	89.4%	87.0%	68.5%	**90.0%**
c. Developmental non-completers	32.2%	29.8%	27.8%	23.5%	**NA**
d. All students in cohort	73.8%	78.9%	76.3%	76.8%	**80.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	74.2%	78.7%	76.3%	76.5%	**NA**
b. Black/African American only	N<50	N<50	N<50	N<50	**NA**
c. Asian only	N<50	N<50	N<50	N<50	**NA**
d. Hispanic/Latino	N<50	N<50	N<50	N<50	**NA**

Note: Not reported if < 50 students in the cohort for

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	76.9%	76.7%	81.8%	74.9%	**80.0%**
b. Developmental completers	69.0%	63.5%	67.4%	46.7%	**70.0%**
c. Developmental non-completers	19.1%	16.7%	18.9%	20.6%	**NA**
d. All students in cohort	61.0%	61.1%	62.7%	65.2%	**60.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	60.7%	60.6%	62.7%	64.9%	**NA**
b. Black/African American only	N<50	N<50	N<50	N<50	**NA**
c. Asian only	N<50	N<50	N<50	N<50	**NA**
d. Hispanic/Latino	N<50	N<50	N<50	N<50	**NA**

Note: Not reported if < 50 students in the cohort for

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	548	579	533	513	**650**
b. Career degrees	162	135	124	133	**NA**
c. Transfer degrees	330	406	352	338	**NA**
d. Certificates	56	38	57	42	**NA**
e. Unduplicated graduates	514	566	510	486	**NA**

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	93.0%	91.6%	88.3%	92.5%	**90.0%**

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	60.9%*	59.1%*	63.3%*	65.3%	**65.0%**

* Data corrected.

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Physical Therapist Assistant	100.0%	100.0%	88.9%	100.0%	**90.0%**
Number of Candidates	17	12	18	18	
b. LPN	100.0%	90.9%	100.0%	94.1%	**90.0%**
Number of Candidates	13	11	16	17	
c. RN	96.9%	83.0%	89.1%	92.9%	**90.0%**
Number of Candidates	65	53	46	42	
d. NRP/EMS	85.7%	80.0%	80.0%	80.0%	**80.0%**
Number of Candidates	7	5	5	5	
Note: Not reported if <5 candidates in a year					

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24 Graduates employed within one year	85.7%	85.5%	88.1%	89.8%	**NA**

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to	$ 14,728	$ 14,356	$ 15,404	$ 14,116	**NA**
b. Median annualized income three years after	$ 50,616	$ 55,360	$ 56,196	$ 66,096	**NA**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,889	2,428	2,915	3,365	**4,500**
b. Annual course enrollments	4,830	3,912	4,728	5,236	**7,500**

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	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or					
a. Unduplicated annual headcount	1,709	1,385	1,564	1,773	**2,500**
b. Annual course enrollments	2,632	2,040	2,438	2,544	**3,600**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,849	906	1,355	1,877	**2,750**
b. Annual course enrollments	2,934	1,505	2,058	2,947	**4,500**

Note: NA designates not applicable
   * designates data not available

Carroll Community College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
		100%		68%		17%		14%	
1	First-time full- and part-time fall headcount	583		399		102		82	
2	Number attempting fewer than 18 hours over first 2 years	126		68		10		48	
3	Cohort for analysis (Line 1 – Line 2)	457	100.0%	331	100.0%	92	100.0%	34	100.0%
4	Earned Associate degree from this community college	220	48.1%	192	58.0%	28	30.4%	0	0.0%
5	Earned certificate, but no degree, from this community college	9	2.0%	7	2.1%	1	1.1%	1	2.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	229	50.1%	199	60.1%	29	31.5%	1	2.9%
7	Transferred to Maryland two-year/technical college	11	2.4%	5	1.5%	2	2.2%	4	11.8%
8	Transferred to Maryland public four-year college	136	29.8%	117	35.3%	17	18.5%	2	5.9%
9	Transferred to Maryland private four-year college or university	44	9.6%	34	10.3%	10	10.9%	0	0.0%
10	Transferred to out-of-state two-year/technical college	3	0.7%	1	0.3%	2	2.2%	0	0.0%
11	Transferred to out-of-state four-year college or university	37	8.1%	31	9.4%	6	6.5%	0	0.0%
12	Total transfers (sum of Lines 7 - 11)	231	50.5%	188	56.8%	37	40.2%	6	17.6%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	162	35.4%	139	42.0%	23	25.0%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	298	65.2%	248	74.9%	43	46.7%	7	20.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	45	9.8%	31	9.4%	14	15.2%	0	0.0%
16	Successful transition to higher ed (Line 14 + Line 15)	343	75.1%	279	84.3%	57	62.0%	7	20.6%
17	Enrolled at this community college last term of study period	8	1.8%	1	0.3%	6	6.5%	1	2.9%
18	Successful or persisting (Line 16 + Line 17)	351	76.8%	280	84.6%	63	68.5%	8	23.5%

Community College of Baltimore County
2024 Institutional Performance Accountability Report

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

INSTITUTIONAL ASSESSMENT

The 2024 Performance Accountability Report (PAR) is the fourth report of a five-year reporting cycle. It addresses three of the Maryland state goals for postsecondary education: Student Access, Student Success, and Innovation. In relation to each state goal there are performance indicators, most with benchmark targets toward which we track progress annually. Most of the indicators and benchmarks focus on credit students. In the current report we summarize the extent to which we are currently meeting the benchmarks goals for FY 2025 and discuss our strategies for enhancing future performance on benchmarked indicators.

Student Characteristics

CCBC provides a multitude of educational services to a diverse student body of credit and continuing education students. PAR Indicators A through I address their characteristics via metrics such as headcount, developmental education status, financial aid status, age, race/ethnicity, ESOL status, and distance education status.

Metrics that increased since last year include the Fall credit headcount (up 3%), the annual headcount in English for Speakers of Other Languages (ESOL) courses (up 23%), the percentage of credit students receiving any financial aid (up 3%), and the percentage not enrolled in any distance education (up 4%). The latter is strongly related to the resumption of on-campus courses as the pandemic wound down between Fall 2022 and Fall 2023.

Metrics that are similar to last year include the percentage of students enrolled part-time, the percentage enrolled in some distance education, the percentage needing developmental education, the percentage who are at least 25 years old, the percentage receiving Pell grants, and the racial/ethnic distribution of the student body.

Metrics that declined compared to last year include the percentage who are first-generation college students and the percentage enrolled exclusively in distance education (which is also pandemic-related).

State Plan Goal 1: Access

CCBC is committed to providing an accessible, affordable, and high-quality education preparing our students for transfer and career success. CCBC is an open access institution with a 100% acceptance rate for applicants. Through a pay-per-credit tuition model, rolling admissions, multiple term lengths, and multiple instructional modalities, CCBC makes higher education more affordable and convenient for a variety of students with different needs and goals.

PAR Indicators 1 through 13 contain 24 metrics related to access and affordability such as headcounts for credit and continuing education students, course enrollment, minority student enrollment, and the cost of tuition and fees. Out of these 24 metrics, 22 have benchmarks.

CCBC currently meets or exceeds the benchmarks for the following indicators: High school student enrollment (Ind. 5), annual enrollment in credit and continuing education online courses (Ind. 6a, b), cost of tuition/fees relative to MD public four-year institutions (Ind. 7b), and minority student enrollment for credit and continuing education students (Ind. 11a, b).

CCBC is on track to meet the benchmarks for the following indicators: annual enrollment in credit and continuing education hybrid courses (Ind. 6c, d), adult education student achievement at least one ESL educational functioning level (Ind. 10b), and percent of minorities among full-time administrative and professional staff (Ind. 13).

CCBC is facing some challenges in meeting the benchmarks set for the Access indicators: annual unduplicated headcount of credit and continuing education students, market share of first-time, full-time students, market share of part-time students, market share of recent, college-bound high school graduates, enrollment in continuing education community service/lifelong learning courses and basic skills/literacy courses, adult education student achievement of at least one ABE functioning level, and percent of minorities among full-time faculty. However, CCBC has several initiatives and plans in place to help overcome these challenges.

One major initiative that CCBC developed that will help with several of the Access indicators is the creation and implementation of the "New Student Journey" which is designed to ultimately move CCBC further along the continuum of becoming the premier 21st century college for 21st century students for 21st century jobs. The purpose of the new student journey is to improve the student experience at CCBC by expanding the culture of care, support, and career development, reducing barriers to entry and access, providing proactive and integrated support for every step of their journey, and ensure that our students complete what they came to achieve. A second major initiative that CCBC is in the process of implementing is our new Constituent Relationship Management (CRM) tool designed to enhance seamless communication with students and among their success team to ensure they stay on track toward their goals.

While CCBC is not on track to meet the established benchmarks for annual unduplicated headcount, the total headcount has been increasing since FY2021 (Ind. 1a). The new student journey will assist prospective students by providing relevant and timely communications that guide them through their journey and provide next steps as they enter and progress through time at CCBC.

The implementation of the "New Student Journey" will also provide the framework for increasing our market share of first-time, full-time students (Ind. 2), market share of part-time students (Ind. 3) and the market share of recent, college-bound high school students (Ind. 4) through targeted communications after prospective students complete an inquiry form tied to the CRM. These targeted communications will communicate financial aid and funding options to prospective students on a timely basis.

The expansion of the Baltimore County and Maryland Community College Promise scholarships and the Maryland Blueprint will also assist CCBC increase Access to postsecondary education as there are now fewer obstacles for students who wish to pursue a Promise scholarship. In addition, scholarships through the Promise programs can now be awarded to full-time and part-time students who are pursuing credit programs as well as Continuing Education workforce development programs.

State Plan Goal 2: Success

CCBC believes in holistic, intersectional, and collaborative practices to boost the success of all our students. We offer programs that provide full-service student support, including academic advising, tutoring, transfer counseling, and other resources to enable our students to be successful in their academic career. CCBC has Success Navigators in place to assess students' academic and non-academic needs and help secure appropriate resources and referrals. Support resources are provided as early as possible to help ensure student success.

PAR Indicators 14 through 22 contain 28 metrics that are associated with academic progress and successful completion of postsecondary education such as retention rate, completion of developmental education requirements, graduation and transfer rates, and performance at transfer institution after leaving CCBC. Among these 28 metrics, 14 are benchmarked.

CCBC currently meets the benchmark for the percentage of students whose first-year GPA is at least 2.0 at the transfer institution (Ind. 21) and is on track to meet the benchmark for the transfer rate of graduates within one year (Ind. 22). But overall, CCBC has encountered challenges meeting benchmarks on indicators aligned with the Success goal of the State Plan.

While retention is currently at its highest rate in this cycle for three of the four student groups addressed in Indicator 14, the rate remained 2 to 8 percentage points below the target value of 53% for all first-time students, Pell grant recipients, and students placed in developmental education (Ind. 14a,b,c), and 15 percentage points below the 50% target for college-ready students (Ind. 14d). The percentage of students successfully persisting after four years is approaching the benchmark for developmental completers in the Fall 2019 cohort (Ind. 16b) but is about 10 percentage points below target for college-ready students (Ind. 16a) and all students in the cohort (Ind. 16d). CCBC is striving to increase retention and successful persistence for all students. By implementing a Holistic Student Support model, we are providing each new cohort of students (beginning in Spring 2023) with proactive advising and connecting them to services that will help them remain in school and progress toward completion of their educational goals. We expect to see fruits of this effort in the PAR data for the Fall 2023 cohort which will be reported in the 2025 Performance Accountability Report.

The rate at which students complete developmental education after four years has remained relatively steady (38%-40%) between the Fall 2016 cohort and the Fall 2019 cohort (Ind. 15). However, the value is about 10 percentage points below the target of 50%. To promote developmental education completion and success in credit courses in English and mathematics, we have reduced the number of developmental courses in the sequences by shifting to the

corequisite-only model for English and by removing the lowest level mathematics placement and increasing the number of corequisite options in mathematics. Our records show that students who complete developmental education as part of the corequisite model are more successful in both the paired developmental education course and the credit course than are developmental students who take the courses separately.

The percentage of students graduating or transferring after four years declined for the Fall 2017 cohort but has been recovering for subsequent cohorts. Unfortunately, it remains 3 to 5 percentage points below target for the Fall 2019 cohort (Ind. 18). The college is committed to assisting students on their path to graduation and transfer and has established goals and initiatives to help us continue to increase the number of students who graduate and/or transfer and will strive towards meeting the benchmarks set for the Fall 2021 cohort. CCBC groups incoming CCBC degree, certificate, and workforce training students into one of nine Pathways, based on the student's declared major or main area of interest. Students receive assistance in course selection as well as student success support and activities geared toward successful degree and certificate completion, transfer, and career success. CCBC has also partnered with eight four-year institutions in a program called Degrees to Succeed. This initiative promotes completion of the associate degree prior to transfer and provides students with support from both institutions to facilitate retention, academic progress, graduation, transfer within one year, and academic success after transfer.

State Plan Goal 3: Innovation

PAR Indicators 23 through 28 contain 27 metrics associated with workforce development such as headcount in continuing education workforce development, in contract training, and in education leading to certification or licensure, and pass rates on certification/licensure exams. Amng these 27 metrics, 19 have benchmark targets.

CCBC is exceeding the benchmarks for annual headcount and annual course enrollments in continuing professional education leading to government or industry-required certification or licensure (Ind. 27a,b). CCBC is moving towards meeting the benchmarks for headcount and course enrollments in workforce development courses contract training courses. (Ind. 26a,b & 28a,b). CCBC offers a variety of Workforce Training Certificate programs that allow students to develop the knowledge and competencies that lead to job entry, industry credentials, and career advancement. Continuing education has rebounded from the COVID-19 pandemic and is on its way to achieving the FY 2025 benchmarks.

CCBC made progress towards the Innovation goal of the State Plan in the areas of graduates employed within one year and income growth of career program graduates, but faced challenges related to credit program pass rates for several licensure/certification examinations required for employment. Among the 14 credit academic programs requiring external licensing and/or certification upon completion, three programs are currently meeting or exceeding the benchmarks (Ind. 23d,f,i). The programs within the School of Health Professions strive to ensure all students are prepared to take required licensure examinations following completion of the program. Advising, mentoring, and career counseling services are provided to students in the

School of Health Professions to ensure high licensure pass rates and occupational success. CCBC will strive to meet benchmarks for more of the programs in the upcoming year.

Response to Commission's Prompts

This section contains CCBC's responses to the questions posed to institutions this year by the commissioner.

Commission Prompt 1: In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on the impact of those initiatives on completion rates.

Response 1: Case management advising has been shown to correlate with increased fall-to-spring and fall-to-fall retention and with completion rates. The college has recently implemented a comprehensive case management model where new CCBC students are assigned an Academic and Career Advisor aligned with their academic pathway or major. Thus, the advisor serves as a primary contact for students outside the classroom to support student retention and academic success. Students are guided to meet with their assigned advisor for course selection, academic planning, and academic support. Advisors provide ongoing outreach and follow-up multiple times each semester to offer support and build rapport with their students.

The college has also designed and will launch a holistic needs assessment and increase the use of career assessments before the initial advising visit. New CCBC students will benefit from a completely redesigned New Student Orientation and First Year Experience seminar. Overall, the college's fall-to-spring retention rate was 59%. For students who completed NSO and Academic Development 101, the fall-to-spring retention rate was 75%.

We are currently implementing curriculum mapping for all academic programs. This year, we are focusing on leveraging curriculum maps in three specific ways: 1) to increase the number of students taking credit math and English in the first semester, especially in accelerated formats; 2) to use program-specific "critical courses" to guide advising conversations and intervention points for students who may be off-track; and 3) to ensure that every new CCBC student has an individualized course plan for the first half of their program enrollment by the end of their first semester.

Commission Prompt 2: Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

Response 2: Embedded within CCBC's mission is a commitment to prepare students for transfer and career success. As an objective within our strategic plan, CCBC developed "Degrees to Succeed," a dual admission program aimed at fostering student retention and associate degree completion. Degrees to Succeed enhances transfer programming by providing individualized support between the Community College of Baltimore County (CCBC) and the student's selected four-year dual admissions partner. This cross-institutional wraparound support includes co-advising, co-curricular activities that promote student engagement at both institutions, and financial incentives upon seamless transfer. The college aims to dually admit 1,500 students by

December 2025. As graduates transfer, partners will share data to ensure students remain on track to earn their bachelor's degree.

Commission Prompt 3: In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

Response 3: Although CCBC's student body is more diverse than the local population, it's crucial to ensure equitable access for all. To tackle this issue, we are upgrading our Constituent Relationship Management (CRM) software and enhancing our data governance infrastructure. This initiative aims to pinpoint service gaps and barriers, including identifying instances where underrepresented groups might be disproportionately enrolling in programs like General Studies that offer limited long-term economic benefits.

Progress toward equitable completion outcomes can be demonstrated in CCBC programs that support student success efforts. Notably, our Male Student Success Initiative (MSSI) pairs students with dedicated staff, mentoring resources, and intentional co-curricular programs. This approach has significantly boosted success rates among Black men in key areas such as gateway momentum, credit completion, persistence, and retention. We aspire to expand these resources campus-wide, necessitating investments in technology, professional development, and deliberate implementation. The President's support for strategic investments ensures these resources are effectively leveraged to promote equitable student outcomes. Furthermore, the development of new data dashboards will democratize access to information across the college community. This will facilitate ongoing assessment and feedback loops to refine and improve our student success efforts.

Commission Prompt 4: How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e., internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

Response 4: Most of CCBC's Associate of Applied Sciences (A.A.S.) degrees incorporate internships, clinicals, field placements, or capstones as they are designed for workforce readiness rather than transfer. These components provide students with hands-on, evaluated experiences in their chosen career fields. Advisory boards for these programs ensure that the curriculum and co-curricular activities remain current and aligned with industry standards. CCBC's transfer programs also integrate internships or field placements to provide early exposure to the discipline of study, enhancing student preparation for future careers.

The college's internship program is robust, supported by a history of offering paid internships through an Andrew G. Mellon Foundation grant. This academic year, CCBC expanded its support for career development by hiring three new part-time career coaches who regularly assist students. Additionally, targeted career fairs for each of CCBC's nine pathways have facilitated connections between students and employers, resulting in over 730 job openings posted for CCBC students in the past year and the registration of over 200 new employers in the college's database.

Both credit and workforce development programs undergo regular program reviews. Credit programs are reviewed every five years, focusing on mapping and evaluating student program outcomes, analyzing student performance data, assessing community partnerships, gathering advisory board input, and conducting Strengths, Weaknesses, Opportunities, and Threats (SWOT) assessments. Workgroups involved in these reviews often include representatives from local employers or advisory board members. This rigorous review process ensures that CCBC graduates are well-prepared to meet the current and future needs of local employers.

Community Outreach and Impact

CCBC focuses on creating long term partnerships with businesses, community leaders, civic organizations, and other county institutions such as hospitals, government agencies, and public schools. CCBC places a strong emphasis on supporting and engaging with the communities it serves, as well as establishing partnerships within the greater Baltimore region. CCBC has a significant impact within each of the local communities it serves and within Baltimore County as a whole. The college president and the leadership team at CCBC, as well as campus and extension center directors, promote CCBC's presence within Baltimore County and surrounding areas from their positions on local and regional boards, chambers of commerce, committees, and associations. The three main campuses and the three extension centers are strategically placed to make a huge impact on Baltimore County both culturally and economically.

Following the collapse of the Key Bridge, CCBC is aiding students, employees and the community impacted by helping to decrease financial burdens and increasing awareness of available support resources. The Small Business Administration has opened a Business Recovery Center at CCBC Dundalk which offers low interest loans to small businesses that have been negatively impacted by the bridge collapse. CCBC is also exploring way to help the community through job fairs and offering programs that could provide training, retraining, or upskilling for those facing job displacement.

CCBC launched a digital navigator program to teach area residents digital literacy skills such as managing healthcare, navigating email and staying connected to family and friends using technology. This program helps CCBC students and area residents access information, opportunities and services via the internet, email, and social media.

CCBC Owings Mills opened "The Collective", a retail storefront supported by CCBC's Center for Business Innovation. This storefront features locally made goods that highlight the diversity of small businesses in our region.

The Office of Student Engagement offers food resources to CCBC students via food pantries and student food lockers located on the three main campuses. Items provided to students include non-perishable food items, personal hygiene items and school supplies.

CCBC's Center for Business Innovation awarded $62,500 to aspiring entrepreneurs who are CCBC students or alumni. This prize money is for start-up capital for their new or growing

businesses. As of this year, CCBC's Annual Business Plan Competition has helped launch 53 new businesses and distributed nearly $400,000 in seed money.

CCBC's Continuing Education Hospitality program partnered with the Maryland Food Bank to offer "FoodWorks" which is a culinary training program offered to those who are unemployed/ underemployed or part of an underserved population. This past year, 55 CCBC students were trained in the 12-week workforce development program that is designed to give students on-the-job training in the food service industry. At the completion of this program in conjunction with the Maryland Food Bank, the students are deemed job and career ready.

CCBC received the Maryland Historical Trust Preservation award for "Excellence in Public Programming and Exhibits" for its historical signage project at CCBC Catonsville. CCBC created the historical signage project to amplify the stories of the invisible people, many of them people of color who played significant roles in shaping the land upon which the Catonsville campus now exists.

The Sustainable Horticulture program hosted a job fair for those interested in landscaping and nursery production at CCBC Dundalk. More than 40 landscaping companies, garden centers and nurseries were in attendance to meet with those interested in careers. The event was open to students as well as the community.

CCBC hosted "Deaf Dental Day" with students from the Dental Hygiene program and the ASL Interpreting program to provide services to the local deaf community.

CCBC partnered with Morgan State University and Johns Hopkins University to manage the Goldman Sachs 10,000 Small Businesses program in Baltimore. This program is designed to help entrepreneurs from various industries and companies to create jobs and economic opportunity by providing access to education and support services.

A pilot Public Health pathways program was created to assist individuals with a career pathway from CNA to LPN. This program identified unemployed/underemployed individuals from the county to participate in a 2-year program that includes full-time paid positions with benefits, extra financial support for other needs and case management for each participant.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
National Science Foundation	NSF S-STEM Math Acceleration for STEM Students (MASS)	Scholarships in Science, Technology, Engineering, and Mathematics	$998,375.00	1/1/2019	12/31/2024
National Science Foundation	NSF Advancing Innovation and Impact in Undergraduate STEM, Creating a Culture of Science at the Community College of Baltimore County	Advancing Innovation and Impact in Undergarduate STEM	$1,258,941.00	1/1/2024	12/31/2028
U.S. Department of Education	USDE Title III Strengthening Institutions Program Pathways to the Future	Title III Part A Programs - Strengthening Institutions	$2,201,307.00	10/1/2019	9/30/2024
U.S. Department of Education	USDE TRIO CCBC Catonsville Student Support Services Program 2020 to 2025	SSS - Student Support Services	$348,428.00	9/1/2020	8/31/2025
U.S. Department of Education	USDE TRIO CCBC Essex Campus Student Support Services Program 2020 to 2025	SSS - Student Support Services	$336,339.00	10/1/2020	8/31/2025
U.S. Department of Health and Human Services	US DHHS HRSA Opioid-Impacted Family Support Program	Health Resources and Service Administration Nursing Workfoce Diversity (NWD) Program	$2,165,148.00	9/1/2020	8/31/2024
U.S. Department of Education	USDE Upward Bound CCBC Catonsville Campus	UB - Upward Bound Program	$1,921,640.00	9/1/2022	8/30/2027
U.S. Department of Education	USDE Upward Bound CCBC Dundalk Campus	Upward Bound Program	$1,488,005.00	9/1/2022	8/30/2027
U.S. Department of Transportation	USDOT CMVOST Veterans and Veterans Families	U.S. DOT CMVOST Commercial Motor Vehicle Operator Safety Training	$197,410.00	9/30/2022	8/31/2024
U.S. Department of Education	USDE Center of Excellence for Veteran Student Success	Center of Excellence for Veterans Student Services	$447,856.00	10/1/2023	12/31/2026
Baltimore County	Baltimore County ARPA Workforce Development	American Rescue Plan	$1,044,400.00	4/1/2023	12/31/2024
Baltimore County	Baltimore County ARPA Healthcare Workforce	American Rescue Plan	$506,000.00	7/1/2023	6/30/2026
National Institutes of Health	NIH Towson Bridges to Baccalaureate B2B	NIH National Institute of Health Bridges to Baccalaureate	$177,375.00	7/1/2023	6/30/2028
Transform Mid-Atlantic	VISTA Bridges to Success Transform Mid-Atlantic	AmeriCorps State and National Grants	$0.00	7/1/2023	6/30/2024
U.S. Department of Transportation	U.S. DOT Commercial Motor Vehicle Operator Safety Training (CMVOST) FY23	U.S. DOT CMVOST Commercial Motor Vehicle Operator Safety Training	$197,410.00	7/1/2023	6/30/2026
U.S. Department of Labor	U.S. DOL Congressionally Directed Spending for CDL	Congressionally Directed Spending	$721,130.00	1/1/2024	12/31/2026

CCBC Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	3561		1001		1000		1560	
2	Number attempting fewer than 18 hours over first 2 years	1425		506		87		832	
3	Cohort for analysis (Line 1 – Line 2)	2136	100.0%	495	100.0%	913	100.0%	728	100.0%
4	Earned Associate degree from this community college	445	20.8%	147	29.7%	297	32.5%	1	0.1%
5	Earned certificate, but no degree, from this community college	59	2.8%	33	6.7%	8	0.9%	18	2.5%
6	Total associate and certificate graduates (Line 4 + Line 5)	504	23.6%	180	36.4%	305	33.4%	19	2.6%
7	Transferred to Maryland two-year/technical college	118	5.5%	20	4.0%	35	3.8%	63	8.7%
8	Transferred to Maryland public four-year college	482	22.6%	182	36.8%	269	29.5%	31	4.3%
9	Transferred to Maryland private four-year college or university	46	2.2%	10	2.0%	32	3.5%	4	0.5%
10	Transferred to out-of-state two-year/technical college	23	1.1%	5	1.0%	5	0.5%	13	1.8%
11	Transferred to out-of-state four-year college or university	114	5.3%	25	5.1%	61	6.7%	28	3.8%
12	Total transfers (sum of Lines 7 - 11)	783	36.7%	242	48.9%	402	44.0%	139	19.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	316	14.8%	114	23.0%	200	21.9%	2	0.3%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	971	45.5%	308	62.2%	507	55.5%	156	21.4%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	291	13.6%	52	10.5%	193	21.1%	46	6.3%
16	Successful transition to higher ed (Line 14 + Line 15)	1262	59.1%	360	72.7%	700	76.7%	202	27.7%
17	Enrolled at this community college last term of study period	111	5.2%	13	2.6%	47	5.1%	51	7.0%
18	Successful or persisting (Line 16 + Line 17)	1373	64.3%	373	75.4%	747	81.8%	253	34.8%

COMMUNITY COLLEGE OF BALTIMORE COUNTY
2024 ACCOUNTABILITY REPORT

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

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	17,598	16,215	15,376	15,889
	b. Percent of students enrolled part time	72.2%	74.2%	73.6%	73.4%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	60.4%	53.9%	74.1%	72.7%

Note: Attending higher education for the first time, excludes high school student attendance

		FY 2020	FY 2021	FY 2022	FY 2023
C	Credit students who are first-generation college students (neither parent attended college)	35.1%	35.5%	27.3%	24.1%

		FY 2020	FY 2021	FY 2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,386	1,059	1,477	1,820

		FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	42.0%	41.9%	55.0%	57.9%
	b. Receiving Pell grants (excluding high school students)	32.7%	30.9%	32.4%	31.3%

Note: Methodology for (b) has changed from prior reports

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older				
	a. Credit students	39.2%	40.6%	38.9%	37.5%

		FY 2020	FY 2021	FY 2022	FY 2023
	b. Continuing education students	86.3%	85.4%	85.8%	85.3%

		FY 2020	FY 2021	FY 2022	FY 2023
G	Credit students employed more than 20 hours per week	*	49.1%	*	46.5%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	6.4%	6.6%	7.0%	7.9%
	b. Black/African American only	38.7%	38.1%	38.0%	37.7%
	c. American Indian or Alaskan native only	0.3%	0.4%	0.3%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.2%	0.1%
	e. Asian only	6.0%	6.0%	6.4%	6.2%
	f. White only	36.6%	36.8%	35.0%	33.2%
	g. Multiple races	4.2%	4.0%	4.2%	4.3%
	h. Foreign/Non-resident alien	6.2%	6.3%	7.0%	8.4%
	i. Unknown/Unreported	1.3%	1.5%	1.9%	1.8%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	73.9%	39.9%	33.5%	30.4%
	b. Enrolled in some, but not all, distance education	18.2%	27.9%	27.1%	26.4%
	c. Not enrolled in any distance education	7.9%	32.2%	39.3%	43.3%

COMMUNITY COLLEGE OF BALTIMORE COUNTY
2024 ACCOUNTABILITY REPORT

		FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source				
	a. Tuition and fees	41.0%	37.3%	34.7%	32.1%
	b. State funding	25.2%	22.8%	26.0%	30.5%
	c. Local funding	32.5%	29.4%	31.6%	31.8%
	d. Other	1.3%	10.6%	7.6%	5.5%

		FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function				
	a. Instruction	45.2%	45.9%	46.8%	47.5%
	b. Academic support	6.6%	6.3%	6.6%	6.6%
	c. Student services	9.5%	9.4%	9.4%	9.9%
	d. Other	38.6%	38.3%	37.2%	36.0%

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	53,036	43,730	46,802	47,223	**60,000**
	b. Credit students	25,152	25,467	23,396	22,990	**27,000**
	c. Continuing education students	29,280	19,651	24,688	25,541	**33,000**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time students	37.3%	32.1%	29.2%	28.1%	**43.0%**
	Note: Attending higher education for the first time, excludes high school student attendance					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time students	66.6%	65.4%	65.2%	62.9%	**73.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	49.3%	50.3%	42.5%	40.3%	**55.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	1,745	1,533	1,814	2,187	**1,800**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	26,423	80,968	48,820	43,142	**28,000**
	b. Continuing education, online	6,950	21,957	22,664	14,413	**3,500**
	c. Credit, hybrid	3,707	7,404	5,914	3,863	**4,800**
	d. Continuing education, hybrid	3,736	1,026	1,759	876	**1,000**

		FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$5,016	$5,016	$5,016	$5,016	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	51.9%	51.1%	49.9%	48.8%	**≤52**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	11,686	4,363	6,980	8,569	**11,500**
	b. Annual course enrollments	19,476	6,359	10,793	13,504	**19,500**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	3,845	2,496	2,861	3,156	**5,500**
	b. Annual course enrollments	6,410	5,232	5,104	5,446	**8,800**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	19.6%	28.5%	23.7%	17.4%	**39.0%**
	b. At least one ESL educational functioning level	29.1%	42.9%	47.3%	43.5%	**44.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	60.4%	60.0%	61.6%	63.0%	**60.0%**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	44.1%	46.9%	48.7%	47.2%	**44.0%**

		July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	42.4%	43.0%	44.5%	45.6%	**NA**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	27.9%	28.7%	27.9%	28.4%	**32.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	33.6%	32.8%	33.2%	34.9%	**36.0%**

Goal 2: Success

		Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention of fist-time students					
	a. All first-time students	45.0%	42.4%	41.5%	45.4%	**53.0%**
	b. Pell grant recipients	50.0%	46.4%	45.2%	51.3%	**53.0%**
	c. Developmental students	48.3%	44.1%	41.8%	48.3%	**53.0%**
	d. College-ready students	36.5%	39.7%	41.1%	35.6%	**50.0%**
	Note: Attending higher education for the first time, excludes high school student attendance					

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort

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15	Developmental completers after four years	39.6%	37.6%	39.6%	39.1%	**50.0% Benchmark**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	77.3%	78.5%	78.2%	75.4%	**85.0%**
	b. Developmental completers	80.0%	81.4%	78.9%	81.8%	**85.0%**
	c. Developmental non-completers	36.8%	34.7%	31.3%	34.8%	**NA**
	d. All students in cohort	65.7%	66.7%	64.8%	64.3%	**75.0%**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	70.6%	72.1%	70.4%	68.0%	**NA**
	b. Black/African American only	59.0%	61.5%	58.2%	58.6%	**NA**
	c. Asian only	77.2%	71.9%	74.3%	78.9%	**NA**
	d. Hispanic/Latino	66.5%	62.2%	64.1%	61.8%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	64.0%	61.9%	59.0%	62.2%	**65.0%**
	b. Developmental completers	50.9%	48.6%	49.6%	55.5%	**60.0%**
	c. Developmental non-completers	25.8%	18.0%	19.9%	21.4%	**NA**
	d. All students in cohort	46.1%	43.8%	43.6%	45.5%	**50.0%**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	49.3%	46.2%	49.8%	51.8%	**NA**
	b. Black/African American only	41.7%	40.2%	36.6%	38.1%	**NA**
	c. Asian only	55.3%	50.5%	51.9%	59.8%	**NA**
	d. Hispanic/Latino	44.7%	44.2%	41.2%	42.2%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	2,668	2,934	2,520	2,554	**3,200**
	b. Career degrees	837	814	823	861	**NA**
	c. Transfer degrees	1,088	1,193	990	857	**NA**
	d. Certificates	743	927	707	836	**NA**
	e. Unduplicated graduates	2,555	2,820	2,412	2,393	**NA**

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		AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	86.6%	85.2%	83.9%	85.8%	**85.0%**

		FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	59.5%	60.9%	59.4%	63.8%	**65.0%**

Goal 3: Innovation

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. Dental Hygiene*					
	National Dental Hygiene Exam	100.0%	100.0%	100.0%	100.0%	**NA**
	Number of Candidates	22	21	27	24	
	Northeast Regional Board Exam	100.0%	95.7%	84.6%	100.0%	**NA**
	Number of Candidates	22	22	26	24	
	Both NDHE and NRBE Exam	100.0%	95.7%	81.5%	91.7%	**95.0%**
	Number of Candidates	22	22	27	24	
	b. Emergency Medical Tech - EMT-Basic	87.9%	94.6%	86.3%	88.7%	**90.0%**
	Number of Candidates	33	37	51	53	
	c. Emergency Medical Tech - EMT -Paramedic	73.3%	78.6%	75.0%	82.4%	**90.0%**
	Number of Candidates	15	14	16	17	
	d. Histotechnology	NA	100.0%	77.8%	100.0%	**90.0%**
	Number of Candidates	NA	4	9	1	
	e. Medical Imaging (Radiography)	95.5%	91.7%	100.0%	88.2%	**95.0%**
	Number of Candidates	22	24	17	17	
	f. Medical Laboratory	100.0%	100.0%	100.0%	90.9%	**90.0%**
	Number of Candidates	15	12	4	11	
	g. Mortuary Science*					
	Science Exam	94.4%	81.3%	86.7%	80.0%	**NA**
	Number of Candidates	18	16	15	25	
	Arts Exam	94.4%	81.3%	93.3%	84.0%	**NA**
	Number of Candidates	18	16	15	25	
	Both Science & Arts Exam	94.4%	68.8%	80.0%	72.0%	**90.0%**
	Number of Candidates	18	16	15	25	
	h. Nursing - Practical	100.0%	91.0%	82.1%	87.7%	**95.0%**
	Number of Candidates	49	78	78	65	
	i. Nursing (RN)	91.8%	93.5%	89.2%	93.0%	**90.0%**
	Number of Candidates	184	185	158	242	
	j. Occupational Therapy Assistant	89.3%	93.8%	100.0%	82.4%	**90.0%**
	Number of Candidates	28	16	23	17	
	l. Radiation Therapy Technician	72.7%	77.8%	85.7%	80.0%	**90.0%**
	Number of Candidates	11	9	14	15	
	m. Respiratory Care Therapist	75.0%	72.7%	92.3%	76.2%	**95.0%**
	Number of Candidates	16	22	13	21	
	n. Veterinary Technology	83.3%	88.9%	83.3%	87.5%	**90.0%**
	Number of Candidates	12	18	12	16	
	Note: Not reported if <5 candidates in a year					

		FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24	Graduates employed within one year	87.8%	83.1%	86.4%	86.9%	**NA**

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$24,108	$25,280	$26,304	$27,952	**NA**
b. Median annualized income three years after graduation	$56,792	$57,612	$63,400	$72,856	**NA**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	15,599	15,296	15,940	14,883	**19,000**
b. Annual course enrollments	30,877	32,335	41,122	34,909	**38,000**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	5,574	3,234	7,651	7,637	**6,200**
b. Annual course enrollments	10,825	10,177	16,281	15,476	**13,200**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	20,427	14,022	17,340	17,180	**23,000**
b. Annual course enrollments	39,321	34,157	41,477	36,449	**50,000**

Note: NA designates not applicable
    * designates data not available

Cecil College

2024 Institutional Performance Accountability Report

Mission

Cecil College provides a supportive learning environment that focuses on innovation, student success, academic progress, and workforce development. We are committed to promoting opportunities that enrich the quality of life for the diverse communities we serve.

Institutional Assessment

Cecil College's Strategic Plan provides the foundation of the College's planning activities and serves as the primary guide for the development of funding priorities. The 2021-2025 Strategic Plan is bold, focused, and measurable. The plan focuses on academic access, equity, and success; academic excellence; workforce development; and community partnerships and engagement.

State Plan Goal 1: Student Access

As the county's only institution of higher education, Cecil College is integral to the growth and vitality of the county and region. The College monitors all qualified worker shortage areas and emerging high-demand occupational fields and industries and creates new programs as needed.

In the context of economic growth of our county, access is key to entry in postsecondary education, and Cecil College continuously implements strategies to work with Cecil County Public Schools (CCPS) to enroll recent high school graduates in classes held in the high schools or at the College. For ten years, Cecil College has had a robust dual enrollment and early college academy program. Overall, the number of high school student enrollments peaked at 472 in fall 2020 and has fallen slightly (5.9%) since then to 444 (indicator 5). The anticipated increase in dual enrollment students due to the *Blueprint for Maryland's Future* has not materialized at Cecil; CCPS students are limited in the number and type of courses they are funded to take at the College. High school students who are ineligible for CCPS tuition programs may be eligible to receive a 25% tuition scholarship through the Cecil College College Bound Scholarship program. The College would need to enroll another 100 high school students per year to reach the benchmark of 550.

Total annual unduplicated headcount enrollment grew 23.7% to 4,909 between FY21 and FY23, after a decrease of 34.0% between FY2020 and FY2021 (indicator 1a). Annual credit enrollment increased slightly (0.5%) from FY2022 to FY2023 (indicator 1b), and the number of continuing education students increased by 18.6% (indicator 1c). Given enrollment trends, it is unlikely that the College will reach its overall headcount goal of 7,000 by FY2025: unemployment rates are low and the number of high school graduates in the area has been decreasing. Cecil College's market share of Cecil County residents enrolled first-time full-time in Maryland colleges or universities was 51.8% in fall 2023, a decrease of 9 percentage points since Fall 2019 (indicator 2), and 6.2 percentage points behind the benchmark. More significantly, the College continues to enroll more than 80% (80.3%) of part-time undergraduate students from the service area and dominates the market for part-time students (indicator 3); this has not rebounded to Fall 2019

levels (84.2%), which were used to establish the benchmark of 83%. The College is satisfied with its current market share.

Online education options increased access for students during the pandemic and continue to increase access for students who need a more flexible course schedule. Enrollment in online/ hybrid credit courses decreased 30.3% from FY2022 to FY2023, while online/hybrid continuing education course enrollments dropped 22.5% during the same time (indicators 6a and 6b). In fall 2023, the College offered 40.8% of its courses in online or hybrid formats. The College currently has three online degree programs and five online certificate programs. The College continues to monitor demand for online courses. Currently, the College is well ahead of its benchmarks in all areas of enrollment in online/hybrid courses.

Over the last several years, Cecil College has made continuous efforts to increase access to education for underrepresented students. Specific activities are discussed in the Innovation section below. The percent of nonwhite service area population 15 years or older in July 2023 was 16.5% (indicator 11c); the percent of nonwhite credit enrollment at Cecil College was 25.7% in fall 2023 (indicator 11a), and the percent of nonwhite continuing education enrollment was 22.4% (indicator 11b). For all of these indicators, the College is exceeding the benchmarks.

The number of participants in noncredit and lifelong learning courses at the College decreased during the pandemic to 484 students in FY2021 and has rebounded to 1,249 in FY2023; this reflects a decrease of 39.3% from a pre-pandemic high of 2,056 students (indicator 8a) and still lags behind our 2025 target of 2,200. Given recent growth in these programs, the College anticipates that we will meet this target within two years. Noncredit headcount enrollments in basic skills and literacy vary from year to year based on community demand, as well as on funds available to provide course offerings. In fiscal year 2023, these programs enrolled 164 students, compared to 336 four years earlier (indicator 9a). Enrollment in basic skills and literacy programs have more than doubled in the past 2 years. Though this measure lags significantly behind the benchmark of 350 students, this continued growth is promising.

According to the *2022 Maryland State Plan for Higher Education*, "the cost of higher education is often a real or perceived barrier to accessing higher education." (p. 29) Because 24.9% of Cecil College students are first generation students (indicator C) the issues of financial literacy and financial aid are important topics of discussion at Cecil College. In FY2023, 66.3% of our credit students received financial aid (indicator Ea) and 32.6 % received Pell grants (indicator Eb). Tuition and fees at Cecil College are 52.3% of tuition and fees at Maryland public four-year institutions (indicator 7b), which is higher than our benchmark of 49.5%. This increase has changed due to fluctuations in state and county funding.

Indicator 14b shows that the fall-to-fall retention for Pell grant recipients ranged from 40.5% (fall 2020 cohort) to 56.0% (fall 2021 cohort) during the past four years. The retention rate for all students has remained steady since fall 2018, increasing just .6 percentage points to 51.6% (indicator 14a). The retention rate for developmental students has decreased to 40.6%, while the retention rate for college-ready students has increased 3.4 percentage points to 54.4% since 2018 (indicators 14c and 14d). Cecil College is making progress to achieving its benchmark for fall-to-fall retention of all students but faces more challenges in meeting benchmarks for retention of

Pell grant recipients (5.2 percentage points behind), developmental students (11.4 percentage points behind) and college-ready students (5.6 percentage points behind). The College is re-starting its Student Success Committee to assess and address retention and persistence across all demographic groups.

State Plan Goal 2: Student Success

The successful-persister rate after four years (indicator 16) for all students in the 2019 cohort is 67.4%. This metric has risen 13 percentage points since the fall 2015 cohort and the College is nearing its benchmark of 70%. The graduation-transfer rate after four years (indicator 18) for all students is 49.8%. This metric has dropped slightly from 50.5% in the fall 2015 cohort, and the College is only 2.2 percentage points behind our target. Developmental completers after four years stands at 36.1% (indicator 15) and is 1.1 percentage points ahead of the target; the current graduation-transfer rate for this group is 54.6% (indicator 18), which is .4 percentage points behind the target. The Student Success Committee will be reviewing these indicators closely, along with those of the 2020 cohort's metrics, and will develop metrics that will be reviewed each semester to track the progress of each cohort more closely.

42.4% of FY2022 graduates transferred within one year (indicator 22); this is significantly ahead of the benchmark of 18%. Of the Cecil College graduates who transferred to a four-year institution, 86.5% had a cumulative GPA of 2.0 or above in academic year 2021-22 (indicator 21); this measure lags only 5.6 percentage points behind the benchmark.

The College has several programs in place to improve student persistence and completion. These programs include: a "blended" College Composition course to provide additional assistance to students with borderline placement scores; Cecil Assist Scholarships and emergency grants; credit for prior learning and course articulations with Cecil County Public Schools; fee waivers for transportation on the Cecil Transit bus system; and a Nursing Student Success Plan designed to improve students learning and increase the completion rate for the program.

To assist students in achieving their academic goals, new students are encouraged to complete a degree pathway plan and to meet with an advisor each semester. Subsequently, their academic progress is monitored during three critical points each semester through the College's early alert system. Assistance is provided to students through tutoring, academic workshops, and wraparound support services. Further, advisors actively seek out near-completers and work with these students to develop a degree completion plan.

State Plan Goal 3 – Innovation

The College remains firmly committed to advancing the use of innovative technology in the learning environment. Grants have been obtained to purchase and utilize more sophisticated simulation equipment in the Nursing, Paramedic, and Physical Therapist Assistant departments and to upgrade equipment in the Visual Communications program. Resources are available to help faculty members explore innovative teaching approaches through workshops, seminars, and faculty development. The College has continued to implement faculty recommendations for technology in learning spaces as budget permits.

Immersive field experiences support student success and the acquisition of skills applicable to the workforce. 29% of associate degrees require some form of college-based work experience (CBWE) and 18% recommend a college-based work experience. 21% of certificate programs required a CBWE and 6% recommend one.

Quality instruction and innovation remain an area of focus. Teaching innovations that were implemented during the pandemic have led to the foundation of Catalyst, the College's new Center for Teaching and Learning. Catalyst's professional development curriculum covers topics crucial to fostering effective virtual and in-person classrooms, including training that helped faculty navigate the transition to a new learning management system (Canvas); digital document accessibility and ensuring educators are well-equipped to create inclusive learning environments; adopting and humanizing online classes, specifically on asynchronous teaching, to create engaging virtual experiences for students; enhancing course engagement through integrating Echo360, a tool that enables educators to add interactive elements to courses; and student-focused strategies, prioritizing course design and flow. Five of our courses currently have Quality Matters (QM) certification, reflecting their quality and alignment with best practices in online education. Catalyst continues to support teaching innovation through regular and wide-reaching workshops. In 2023-24, workshops sponsored by Catalyst included: Strategies for Effective Online Teaching, Canvas Bootcamp, AI in the Classroom, and Gamification.

Recognizing that the number of students with academic accommodations has increased, Cecil College sponsored college-wide training on Supporting Autistic College Students on campus. This 2-part training occurred in spring 2023 and was led by experts from the Kinney Center at Saint Joseph's University.

Annual headcount enrollment in continuing professional education leading to government or industry-required certification or licensure increased slightly (1.2%) from fiscal year 2022 to fiscal year 2023 (indicator 27), and is 12.8% behind the benchmark. Enrollment in continuing education workforce development courses rebounded to 1,407 in FY23, a slight increase (0.8%) over FY22 enrollments in these programs (indicator 26); these enrollments have not yet returned to FY19 levels (1,760). The College shares space for workforce programs with Cecil County Public Schools, and many programs have limited seating. Nonetheless, the College has added new programs in workforce development fields, including an off-site program in Marine Technology and an online Pest Management program, and anticipates that these programs will help us come closer to reaching the benchmark of 1,800.

The annual contract training course enrollments also more than doubled between FY22 and FY23 to 196, though they do not yet match pre-pandemic averages of approximately 240 students per year (indicator 28). The College continues to market its programs to meet the target of 275 enrolled in contract training courses.

1 In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

Cecil College continues to track completion metrics for sub-cohorts and continues to work to identify what causes variations in completion rates among those sub-cohorts. The newly re-established Student Success Committee will be examining these data this coming year to identify strategies that facilitate student retention and completion. Currently, the College offers many wraparound services such as peer mentoring, emergency grants, online well-being resources, financial literacy workshops, a campus food bank, accessibility services, and mental health resources. Recognizing that students may struggle in more than one discipline, the College created an Academic Success Center in summer 2023 to provide a comprehensive tutoring center. This includes in-person and online math and writing tutoring options, as well as an avenue for requesting tutoring in other disciplines.

2 Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

Cecil College is in alignment with Maryland's Transfer with Success Act, which addresses more seamless transfer for students while increasing transparency related to transfer. As the processes associated with the Maryland Transfer with Success Act develop, Cecil College will address any concerns with our academic partners as they arise.

While Cecil College has not set a specific goal related to transfer, the College monitors transfer-out rates. The Institutional Research Office compiles data from the National Student Clearinghouse to identify where students transfer. The College also monitors the academic performance of Cecil graduates who transfer to Maryland four-year institutions through indicator 21 in the Performance Accountability Report.

3 In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

Within specific programs, disaggregated assessment of student learning has been a challenge due to the small number of underrepresented students in each program. To identify potential inequities in student learning, the College piloted assessment of courses with the highest annual enrollments in 2023-24. As this assessment strategy rolls out in more high-enrolled courses, we anticipate that data will help us identify areas for improvement.

In spite of the small number of underrepresented students at Cecil College, the percent of nonwhite credit enrollment and the percent of nonwhite noncredit enrollment exceed the percent of nonwhite individuals over the age of 15 in our service area (indicators 11a, b, and c).

Due to the small number of underrepresented students in many categories enrolled at the College, the largest challenge for Cecil College is identifying the gaps, which can vary widely from year to year. In the 2019 cohort, the percent of students who graduated or transferred within four years is comparable for white students (32.9%), and African American students (34.7%); Hispanic students lagged slightly behind at 26.9%. In the 2018 cohort, 47.8% of white students graduated or transferred within four years, compared to 52.9% of African American students and 23.1% of Hispanic students. For the 2017 cohort, 50.8% of white students graduated or transferred within four years, compared to 37.9% of African American students and 41.4% of

Hispanic students. In the 2017 through 2019 cohorts, only once did the number of students in a single underrepresented group exceed 10% of the entire entering cohort (African American students in 2018 cohort).

It is difficult to establish programs/services for small numbers of students. Instead, the College has focused mostly on programs that serve all students, while establishing a peer mentoring program for underrepresented students, supporting student clubs like the Black Student Union, the Multicultural Student Union, and the International Student Union, and investing in speakers and activities that highlight the breadth and depth of contributions of underrepresented individuals.

4 How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

Cecil College utilizes advisory boards to inform faculty about the skills employers seek. The College has advisory boards for the following career fields: skilled trades, lifelong learning, bioproduction, agriculture, nursing, physical therapist assistant, healthcare careers, paramedic, criminal justice, and computer science/cybersecurity.

29% of associate degrees require some form of college-based work experience (CBWE) and 18% recommend a college-based work experience. 21% of certificate programs require a CBWE and 6% recommend one.

In 2023-24, Career Services hosted seven workshops, seven class visits, and three on-site career fairs. Other services offered by this office include: a career resource center including online career planning tools, resume writing workshops and feedback, interview skills coaching and practice, and job search assistance. Career Services also supports students looking for internships or work experience, and regularly presents in Public Speaking classes as well as to physical therapist assistant students, the Biology Club, and Adult Education Transition cohorts.

5 Please use the template attached and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success. In the list, please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Cecil College has one forthcoming federal grant that funds scholarships for students in CDL programs. Details are included in the attached spreadsheet.

Community Outreach and Impact

Cecil College strives to meet the region's education, workforce, and economic development needs through multiple avenues. The Community Education and Workforce Programs (CEWP) division is one area that offers career preparation courses, ongoing continuing education, and professional licensure/certification for incumbent employees. CEWP programs focus on entry to middle level skilled jobs requiring career and technical training beyond secondary education.

Healthcare Careers. Cecil College's Healthcare Careers' noncredit certificate programs prepare students academically, technically, and professionally to begin a new career in health care, in areas such as Medical Assistant, Paramedic, Certified Nursing Assistant/Geriatric Nursing Assistant, Emergency Medical Technician, and Phlebotomy. Overall, 52 participants completed Healthcare Careers programs in FY2024. Healthcare careers also provides Basic Life Support/CPR AED courses; 81 students completed this course in FY2024.

Workforce. Strong relationships with the local Workforce Investment Board, Department of Social Services, and regional associations provide CEWP with a direct link to business leaders and therefore, the needs of the business community. For FY24, four organizations requested customized training.

Trades programs are limited to evening offerings which can use the School of Technology's specialized classroom space. In 2024, the Veterinary Assistant program graduated 4 students, the HVAC program had 12 completers, the Diesel Technology program had 6 completers, and the Welding program prepared 14 students to test for their Entry Level 1 Certification. In addition, Cecil College and Heating and Air Conditioning Contractors of Maryland continue to partner in a Maryland state-approved four-year HVAC/R apprenticeship program starting in fall 2018; in 2024, 27 students are enrolled in the program. In FY25, the HVAC/R Apprenticeship program will graduate its third class of students earning their Journeyman License.

Through the six-month Cecil Leadership program, existing and emerging leaders in business, government, and tourism engage, collaborate, and commit to Cecil County's ongoing development. In spring 2024, the program had 22 participants. Session topics included hospitality, healthcare, small business, education, youth, and government.

Transportation Training. For FY24, Cecil College's Truck Driver training program enrolled 156 students and had 154 graduates. Truck Driver Training students interacted with at least fourteen companies in recruitment fair events, through which a large percentage of students secure jobs. The employment rate for the truck driver training program graduates is 85%. In FY24 the Transportation department executed corporate contracts with Amtrak, Cecil County Solid Waste Division, Cecil County Roads, MDTA, Jerry Preston Hauling, Town of Bel Air, Town of Perryville, Kent County Roads Division, Harford Transit, and Maryland MVA, among others.

Driver Education provides services to the youth of Cecil County. Five Driver Education cars are in use seven days a week. The program operates with in person classes at Elkton Station, the North East Campus, and virtually. In FY24, 481 students completed the classroom portion of the state's driver education program.

Lifelong Learning. Lifelong Learning departments include Personal Enrichment, Youth Education, Senior Education, and Summer Camps. Personal enrichment for adults and seniors offers a variety of classes to expand students' learning or just for fun. Courses include topics such as arts, crafts and studio art, glass and jewelry making, sewing and quilting, boating and boat restoration, dance and fitness, financial planning, fitness, pilates and yoga, history and humanities, holistic and healthy living, home and garden, languages and foreign languages, music lessons, and photography. Youth Education courses include topics such as cooking and baking, creative arts, fitness, Harry Potter, Pokémon, STEM, and music lessons.

Summer camps have been the largest growth area for Lifelong Learning over the past 7 years. In FY24, summer camp attendance reached over 1,000 campers, returning to pre-pandemic levels.

In addition, Lifelong Learning hosts annual community events such as the Mind, Body, & Spirit Festival; in 2024, the festival had over 900 people in attendance. In collaboration with the Cecil County Department of Community Services, the College also hosts an annual 55+ Healthy Lifestyle Expo, featuring opportunities to meet community resource representatives and vendors. Session topics include Medicare options, healthy eating, financial planning, Cecil County history, wellness opportunities, fitness and exercise programs, and caregiver support. 258 attendees registered for the 2024 expo. Other events hosted by Lifelong Learning include CCPS - Back to School Kickoffs and CCPS - Parents Night - Community Health & Wellness Events.

Adult Education. Enrollment in Cecil College's Adult Education Program increased from 135 in FY23 to 160 in FY24. The program continued to offer both onsite and virtual classes for ABE and GED classes utilizing the Hyflex system to provide engaging, quality instruction. The ESOL program continues to grow, increasing from 52 students in FY23 to 69 students in FY24. These include 13 students who enrolled in one or more of the three Advanced ESOL classes that ran successfully in FY24. Thirteen students, compared to eight last year, earned a high school credential by passing the GED test, 58 students or 38.46% increased an educational functioning level as demonstrated by standardized test results or passing the GED test, and 13 students enrolled in the "Transition: Become a Credit Student" course, helping them be better prepared for credit bearing courses.

Milburn Stone Theatre. Cecil College operates the Milburn Stone Theatre (MST), a community theater. Events in 2023/2024 included the in-house productions of *High School Musical, Silent Sky, The Rocky Horror Show, Miracle on 34th Street, Curtains, The Mountaintop, Cinderella, The Laramie Project,* and *Urinetown.* MST also produced the Cecil County Independent Film Festival and 2024/2025 Season Unveiling Event. Our facility was rented by Cecil Dance Theatre for two full staged ballets, Releve Dance Studio for their end of the year recital, and Cecil County Chamber of Commerce for a Political Forum. In addition, MST hosted multiple Cecil College Student Events and Programming. MST also produced events such as The Fabulous Hubcaps, Spiritual Medium Debbie Wojciechowski, The Eric Byrd Trio, Ronny Smith, The First State Symphonic Band, The Susquehanna Bluegrass Jam featuring Rhonda Vincent & Danny Paisley, Elvis: A Musical Celebration and more. MST hosted a total of 6,789 attendees for in-house productions, and another 4,215 people for all other events.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
Department of Transportation	Commercial Motor Vehicle Operator Safety Training Program	Scholarships for Qualified Students and Underrepresented Students in Cecil College's CDL Training Programs	$108,675.00	10/1/2024	9/30/2026

Student & Institutional Characteristics *(not Benchmarked)*

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

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment					
	a. Unduplicated headcount	2,377	2,090	1,783	1823	1845
	b. Percent of students enrolled part time	67.9%	71.1%	71.1%	70.0%	70.1%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	37.4%	22.2%	21.1%	25.5%	28.5%

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
C	Credit students who are first-generation college students (neither parent attended college)	79.0%	72.0%	75.5%	79.0%	24.9%

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	83	44	1	57	77

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid					
	a. Receiving any financial aid	79.5%	81.9%	89.5%	77.73%	66.32%
	b. Receiving Pell grants	31.7%	34.7%	28.2%	28.96%	32.62%
	(excluding high school students) Note: Methodology for (b) changed effective with 2024 PAR					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older					
	a. Credit students	22.6%	28.8%	28.4%	23.53%	25.15%

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	b. Continuing education students	68.4%	46.3%	34.9%	37.8%	47.4%

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
G	Credit students employed more than 20 hours per week		78.0%	37.60%	35.26%	

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution					
	a. Hispanic/Latino	6.2%	6.0%	6.0%	7.8%	8.9%
	b. Black/African American only	8.8%	7.9%	8.8%	9.7%	10.2%
	c. American Indian or Alaskan native only	0.3%	0.3%	0.2%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%	0.1%
	e. Asian only	1.7%	1.7%	1.9%	1.9%	1.4%
	f. White only	75.6%	77.0%	76.2%	73.7%	73.0%
	g. Multiple races	5.6%	5.5%	5.1%	4.6%	4.6%
	h. Foreign/Non-resident alien	0.2%	0.1%	0.6%	0.8%	0.9%
	i. Unknown/Unreported	1.5%	1.5%	1.2%	1.2%	0.8%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment					
	a. Enrolled exclusively in distance education	6.0%	30.5%	26.9%	23.20%	15.72%
	b. Enrolled in some, but not all, distance education	30.8%	62.6%	52.0%	33.63%	59.40%
	c. Not enrolled in any distance education	63.2%	6.9%	21.1%	43.17%	24.88%

Cecil College
2024 ACCOUNTABILITY REPORT

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source					
	a. Tuition and fees	33.0%	32.0%	27.0%	30.1%	26.0%
	b. State funding	23.0%	24.0%	25.0%	25.8%	30.3%
	c. Local funding	42.0%	42.0%	46.6%	43.3%	42.0%
	d. Other	2.0%	1.0%	1.3%	0.8%	1.4%
		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**
K	Expenditures by function					
	a. Instruction	40.0%	40.0%	39.1%	39.0%	37.0%
	b. Academic support	13.0%	13.0%	13.3%	12.5%	13.7%
	c. Student services	13.0%	13.0%	14.0%	13.7%	13.9%
	d. Other	34.0%	34.0%	33.6%	34.8%	35.4%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1	Annual unduplicated headcount						
	a. Total	6,787	6,010	3967	4479	4909	**7,000**
	b. Credit students	2,992	2,941	2564	2,281	2,293	**3,000**
	c. Continuing education students	3,965	3,239	1562	2340	2776	**4,000**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	60.8%	58.8%	51.9%	51.90%	51.80%	**58.0%**
	Note: Methodology changed starting in Fall 2019.						

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time undergraduates	84.2%	80.8%	81.2%	81.50%	80.30%	**83.0%**
	Note: Methodology changed starting in Fall 2019.						

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	58.5%	54.0%	54.0%	58.5%	56.5%	**55.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	465	472	390	454	444	**550**

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses						
	a. Credit, online	2,636	2,902	5,200	6296	4388	**3,500**
	b. Continuing education, online	279	167	1,138	1089	844	**325**
	c. Credit, hybrid	1,110	852	718	118	184	**900**
	d. Continuing education, hybrid	0	64	0	1	6	**20**

		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2026
7	Tuition and mandatory fees						
	a. Annual tuition and fees for full-time students	$4,650	$4,770	$4,770	$4,920	$5,370	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	49.1%	49.2%	48.6%	49.0%	52.3%	**49.5%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.						

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses						
	a. Unduplicated annual headcount	2,056	1,662	484	882	1249	**2,200**
	b. Annual course enrollments	4,044	3,439	1,235	1846	2445	**4,400**

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses						
	a. Unduplicated annual headcount	336	242	70	157	164	**350**
	b. Annual course enrollments	507	337	112	388	297	**550**

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10	Adult education student achievement of:						
	a. At least one ABE educational functioning level	35.00%	28.00%	27.00%	37.50%	40.00%	**35.0%**
	b. At least one ESL educational functioning level	32.00%	N/A	N/A	N/A	28.30%	**32.0%**
	Note: Not reported if < 50 students in the cohort						

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11	Minority student enrollment compared to service area population						
	a. Percent nonwhite credit enrollment	23.5%	23.0%	23.80%	24.66%	25.69%	**25.0%**

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	19.5%	19.1%	24.00%	22.5%	22.4%	**21.0%**

		Jul-19	Jul-20	July 2021	Jul-22	Jul-23	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	13.8%	14.1%	14.5%	15.6%	16.5%	**NA**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	16.7%	14.90%	10%	17.6%	18.5%	**20.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	15.4%	11.3%	7.1%	16.9%	16.1%	**16.0%**

Goal 2: Success

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention						
	a. All students	51.0%	52.9%	48.9%	54.0%	51.6%	**55.0%**
	b. Pell grant recipients	50.2%	49.7%	40.5%	56.0%	46.8%	**52.0%**
	c. Developmental students	51.0%	46.2%	45.0%	49.4%	40.6%	**52.0%**
	d. College-ready students	51.0%	56.9%	50.2%	54.2%	54.4%	**60.0%**

Cecil College
2024 ACCOUNTABILITY REPORT

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	36.6%	32.6%	20.9%	27.50%	36.10%	**35.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years						
	a. College-ready students	86.2%	80.3%	81.6%	72.0%	68.5%	**82.0%**
	b. Developmental completers	89.1%	70.9%	62.8%	61.8%	74.1%	**72.0%**
	c. Developmental non-completers	33.3%	38.5%	19.0%	24.0%	23.8%	**NA**
	d. All students in cohort	74.8%	67.4%	68.2%	62.4%	67.4%	**70.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17	Successful-persister rate after four years						
	a. White only	77.6%	71.9%	71.3%	63.4%	70.0%	**NA**
	b. Black/African American only	84.9%	51.1%	n<50	n<50	n<50	**NA**
	c. Asian only	n<50	n<50	n<50	n<50	n<50	**NA**
	d. Hispanic/Latino	n<50	n<50	n<50	n<50	n<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years						
	a. College-ready students	68.9%	62.8%	63.3%	52.3%	51.6%	**65.0%**
	b. Developmental completers	56.9%	47.5%	41.3%	43.5%	54.6%	**55.0%**
	c. Developmental non-completers	19.4%	33.3%	14.3%	24.0%	9.5%	**NA**
	d. All students in cohort	50.5%	50.3%	49.1%	45.2%	49.8%	**52.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years						
	a. White only	53.1%	52.3%	50.8%	47.8%	51.7%	**NA**
	b. Black/African American only	n<50	n<50	n<50	n<50	n<50	**NA**
	c. Asian only	n<50	n<50	n<50	n<50	n<50	**NA**
	d. Hispanic/Latino	n<50	n<50	n<50	n<50	n<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20	Associate degrees and credit certificates awarded						
	a. Total awards	451	464	309	380	338	**450**
	b. Career degrees	147	171	128	151	124	**NA**
	c. Transfer degrees	209	227	150	204	191	**NA**
	d. Certificates	95	66	31	25	23	**NA**
	e. Unduplicated graduates	346	370	276	344	319	**NA**

	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	89.0%	91.0%	88.3%	91.1%	86.5%	**92.0%**

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	53.9%	46.1%	50.20%	42.2%	42.4%	**18.0%**

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment						
a. National Counsil of Nursing (NCLEX-RN0	100.0%	88.9%	97.96%	100%	89.29%	95.0%
Number of Candidates	36	45	49	30	28	NA
b. Licensed Practical Nurse	100.0%	100.0%	100%	100%	100%	100.0%
Number of Candidates	10	10	11	2	1	NA
c. National Physical Therapy Examination (NPTE-PTA)	100.0%	100.0%	84.6%	92.30%	100.00%	100.0%
Number of Candidates	16	9	13	13	10	NA
d. Commercial Truck Driver	98.0%	99.0%	100%	98.7%	99.0%	95.0%
Note: Not reported if <5 candidates in a year	102	127	62	77	140	NA

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24 Graduates employed within one year	66.0%	64.0%	55.9%	65.0%	65.0%	**NA**

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25 Income growth of career program graduates						
a. Median annualized income one year prior to graduation	$13,292	$15,032	$14,992	$16,024	$12,924	**NA**
b. Median annualized income three years after graduation	$47,560	$41,628	$39,984	$37,784	$41,932	**NA**

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses						
a. Unduplicated annual headcount	1,760	1,396	1,022	1,327	1,407	1,800
b. Annual course enrollments	2,790	2,192	1,749	2,528	2,729	2,900

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure						
a. Unduplicated annual headcount	1,413	1,229	943	1,226	1,241	1,400
b. Annual course enrollments	2,315	1,911	1,649	2373	2,497	2,300

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
28 Enrollment in contract training courses						
a. Unduplicated annual headcount	250	107	99	65	196	**275**
b. Annual course enrollments	300	157	131	237	278	**425**

Note: NA designates not applicable
 * designates data not available

Cecil College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	433		251		125		57	
2	Number attempting fewer than 18 hours over first 2 years	120		67		17		36	
3	Cohort for analysis (Line 1 – Line 2)	313	100.0%	184	100.0%	108	100.0%	21	100.0%
4	Earned Associate degree from this community college	103	32.9%	64	34.8%	39	36.1%	0	0.0%
5	Earned certificate, but no degree, from this community college	1	0.3%	1	0.5%		0.0%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	104	33.2%	65	35.3%	39	36.1%	0	0.0%
7	Transferred to Maryland two-year/technical college	6	1.9%	4	2.2%	2	1.9%	0	0.0%
8	Transferred to Maryland public four-year college	54	17.3%	36	19.6%	18	16.7%	0	0.0%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	6	1.9%	3	1.6%	3	2.8%	0	0.0%
11	Transferred to out-of-state four-year college or university	39	12.5%	23	12.5%	14	13.0%	2	9.5%
12	Total transfers (sum of Lines 7 - 11)	105	33.5%	66	35.9%	37	34.3%	2	9.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	53	16.9%	36	19.6%	17	15.7%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	156	49.8%	95	51.6%	59	54.6%	2	9.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	47	15.0%	27	14.7%	20	18.5%	0	0.0%
16	Successful transition to higher ed (Line 14 + Line 15)	203	64.9%	122	66.3%	79	73.1%	2	9.5%
17	Enrolled at this community college last term of study period	8	2.6%	4	2.2%	1	0.9%	3	14.3%
18	Successful or persisting (Line 16 + Line 17)	211	67.4%	126	68.5%	80	74.1%	5	23.8%

2024 Performance Accountability Report
Chesapeake College

Mission

Chesapeake College empowers students from diverse communities to excel in further education, employment, and participation in an interconnected world.

Institutional Assessment

Chesapeake College is a comprehensive public two-year regional community college serving the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties on the Eastern Shore. Chesapeake offers a selection of credit and non-credit programs and courses to help students prepare for transfer to four-year institutions, begin a career, enhance work-related skills, or expand their general knowledge. The College offers many opportunities for further academic, social, personal, cultural, and athletic development through a variety of extracurricular and co-curricular activities. In FY2024, the College served 5,495 unique credit and non-credit students.

Recent enrollment trends show fewer full-time students and more dual enrolled students. In the fall of 2023, approximately 24.4% of students were attending full-time and 75.7% part-time. About 96.2% were from the five-county service region. About 20.8% of students were first-time to college, and 32.7% were dual enrolled high school students. The number of dual enrolled students has significantly increased following the implementation of Maryland's Blueprint for the Future. The class of fall credit students was 67.7% female and 31.7% male, with 69.0% identifying as White and 25.5% identifying as Non-White. Only 18.4% of credit students are 25 years or older. Approximately 34.9% of first-time credit students entered with developmental needs and 41.5% of all students were enrolled exclusively online. The population of noncredit students varies from the credit student population. In FY2024, the College served 2876 unique noncredit students, of which 46.6% identified as White and 47.3% identified as Non-White. Of this population, 63.2% were female, and 36.6% were male. Only 3.4% of noncredit students were 18 years or younger, while 77.8% were 25 years or older.

Aligned with the 2022 Maryland State Plan for Postsecondary Education, emphasizing Access, Success and Innovation, Chesapeake College presents its analysis of the most recent institutional performance and community outreach initiatives.

Goal 1: Access - Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Chesapeake College remains committed to the goal of increasing access to higher education for the residents in the service region. In the years following the pandemic, the College is experiencing a rebound in enrollment as well as some emerging trends.

Chesapeake recorded increases in both credit and noncredit enrollments for the second straight year. The total unduplicated headcount for FY2023 was 5,248, a 5% increase over the previous year. Contributing to these gains are increases in several categories. High school students made

up a healthy portion of the 2023 fall enrollment, with 639 students, a 40% increase from fall 2022. Modest enrollment gains were also noted in noncredit workforce development and courses leading to licensure or certification. Yet, the current trends do not seriously approach the benchmarks set for FY2025, set prior to the pandemic. Nonetheless, the College is focused on strategic enrollment management involving focused recruitment, innovative programming, and community engagement to draw more students, both credit and noncredit, to continue the recent upward trend.

The College has seen a loss of market share lately, but that has begun to improve. The fall 2023 market share for first-time, full-time freshmen is 37.9%, up 6.4 percentage points from the previous year. This will still likely fall short of the benchmark of 45.0% set for fall 2024. The College may meet the benchmark for market share of part-time undergraduates. In fall 2023 that rate was 69.2% and the benchmark is 73.0%. As enrollment patterns have changed, the percentage of part-time students has increased.

There are a number of areas where the College has already met benchmarks. Among them are the number of credit high school students enrolled, which reached 639 in fall 2023, well above the benchmark of 496. Annual enrollments in online/hybrid courses reached 1,031 in FY2023 and has exceeded the benchmark for continuing education of 1,000. This measure is also close to meeting the benchmark for credit courses, missing by only 357 enrollments. Online education has been an established element of course offerings at Chesapeake for a number of years. This increased significantly for a period, but has since come down, as the attempt to serve students' needs has required a balance of face-to-face and online offerings. Enrollment in continuing education community service and lifelong learning courses reached 822 enrollments and has exceeded the benchmark of 654 by 20%. Offerings of courses with this instructional intent were planned to decrease as more options became available to the public in the region.

Achievement in adult basic education has surpassed the benchmark for the past three years. In FY2023 27.4% of students have achieved at least one training level, while the FY2025 benchmark is 20.1%. The same cannot be said for ESL education, which still requires improvement upon the FY2023 percentage of 17.3% in order to meet the benchmark of 27.1%. To raise this percentage, they have hired more instructors who speak the native language of some groups of students and have taken steps to improve program communications in students' native languages.

Chesapeake College has also been successful in attracting minority students, with outreach, mentoring programs, and fostering a more inclusive environment on campus. The percentage of both credit and noncredit enrollment for nonwhite students typically exceeds the service area population each year. The percentage of nonwhite credit students, 27.0% in fall 2023, is close to meeting the benchmark of 29.5%. The percentage of nonwhite noncredit students was 44.8% in FY2023, already surpassing the benchmark of 38.0%. The percentage of nonwhite full-time administrative and professional staff surpassed the benchmark of 14.2%, achieving a ratio of 23.6% in fall 2023. However, the percentage of nonwhite faculty, most recently 8.3%, has not make significant progress toward the benchmark of 12.7%. This is a topic revisited by the Diversity, Equity, and Inclusion Advisory Committee. Efforts to improve minority faculty have included a review of where positions are advertised and conferring with members of the local

Multi-Cultural Advisory Committee to advance networking with qualified minority candidates in the region.

Goal 2: Success - Promote and implement practices and policies that will ensure student success.

There has been an upward trend in fall-to-fall retention, with annual increases in most of the pasts four years for all students, Pell grant recipients, and college ready students. Fall-to-fall retention for developmental students has been mostly positive, but not to the same extent. All four measures are at or exceed the 2025 benchmark. The rate for all students has increased 7.0% over the past four cohort years, from 49.7% to 56.7%. The success of these measures is related to efforts across campus to engage students, provide academic supports, and encourage program completion. The rate of developmental students completing their developmental requirements is also above the benchmark. Changes in policy regarding placement practices and using students' high school GPA as an alternative indicator of college readiness has strongly contributed to this trend. The success of Chesapeake College students has continued after leaving the College, with 92.7%, of transfers, achieving a 2.0 GPA or better at their transfer institutions. This mark also exceeds the benchmark.

A few measures of success have not shown the desired results over time. The successful-persister rate, or the percentage of cohort students who have graduated, transferred or are persisting four years after their cohort term, has been up and down in the past four years for all four categories of this measure. The average successful-persister rate for all students has been 75.2%. This rate is much higher for college-ready students, averaging 84.0%. The average rate for developmental completers has been 73.1%, while the rate for developmental non-completers has averaged only 41.4%. This long-term measure is undoubtedly impacted by the drag on completions resulting from reduced enrollments during the pandemic. While the College has seen significant improvement in the past few years, these improvements have not yet evident in this four-year indicator. It is not expected that this measure will meet the benchmark by 2025. Nonetheless, the College continues to support students' efforts toward success and completion with various initiatives such as improved advising and accessible student supports. The College's graduation-transfer rates and credit awards conferred also have not improved enough over time to approach the benchmarks that have been set for them. In 2022 the College made a decision to no longer award transfer certificates to students who have not applied for them, significantly reducing the number of annual awards. Prior to this change, certificates made up approximately 20% of annual awards and since they make up less than 10%. This reduction has contributed to decreased total awards and graduation-transfer rates. However, the College continues to support and promote completion for degree-seeking students and these numbers have increased in each of the past three years.

Credit program pass rates have historically been very strong. Collectively, the pass rates for the five programs over the past four years is 84.5%. But with such small cohorts, one or two students passing their licensing exams can have an outsized impact on the overall rates for the program. The nursing program has met the benchmark in each of the past four year. The Radiologic Technology and Paramedic programs have met the benchmark in three of the last four years. The Physical Therapist Assistant Program and the Surgical Technologist programs

are the smallest and most impacted by a single student failing to pass. These programs have had the most difficulty meeting the 90% pass rate benchmark. It is expected that the programs will approach or attain the intended benchmarks again in FY2025, but the variability due to small cohorts suggests that failure to meet benchmarks is certainly a possibility.

Goal 3: Innovation - Foster innovation in all aspects of Maryland higher education to improve access and student success.

The success of our credit career program graduates is seen in the percentage of graduates employed one year later and the wage growth of these graduates. Both have increased over the past four years. The percentage of career program graduates has increased more than 10% since FY2019, from 82.5% to 93.2%. The percentage increase between wages one year prior to graduation and three years after graduation has averaged a 149% increase over the past four years, thus signifying the value of our training programs for students seeking to enter the workforce.

Chesapeake College continues to look ahead and grow the means to serve our region while improving access and success for our students. Recent efforts have focused on building up resources around our Skilled Trades programs. These efforts began a few years ago, continue to expand, and are beginning to pay dividends. The College has added multiple new programs in the past few years, including Marine Maintenance Technician, Introduction to Manufacturing, Drone pilot, and 3D Modeling programs. This year the College will resubmit a proposal for a capital project that will become a new skilled trades center in the years to come. The new center will serve all five counties, for college students, professional workers, and high school students seeking career technology education.

Enrollments in continuing education workforce development courses have shown healthy increases over the past three years (+42.2%), as have enrollments in licensure and certification courses (+29.7%), and enrollments in contract training courses (+124.7%). While these trends are positive and demonstrate a growing interest in workforce training, the numbers are unlikely to meet the benchmarks set in 2020. In fiscal year 2021 the College campus closed for safety precautions during the Covid-19 pandemic. This temporarily forced the cancellation of operations for many of our noncredit programs. While the numbers have steadily increased since the campus re-opened, they have not yet reached the numbers recorded in FY2020. Thus, they remain short of the anticipated enrollments the College hoped to achieve by FY2025. With the growth we have seen, if the College had not suffered the significant setback of FY2021, those benchmarks would likely be well within reach.

The past few years have seen a multi-pronged approach to reviving the skilled trades at Chesapeake College. Program directors meet annually with Program Advisory groups learning about the needs of local industry and businesses to inform their training programs.
The College invested in a mobile training lab to train students working toward their Commercial Driver's License (CDL), equipped with a truck-driving simulator. This traveling unit enables the program to visit local schools and job fairs to promote enrollment. The College used donation and grant funds to build a mobile Welding lab, used to promote the welding programs and provide training off campus. Such tools are beneficial for a college that serves a large

geographical region with distance between the population centers. These programs have also been expanded to our second campus, at the Cambridge Center, to increase access to citizens in the region. A new advanced manufacturing lab was built on campus that allows students to learn CNC machine operation and robotics. The Marine Services Technician program purchased a cabin cruiser, which will be land-locked and used to train students on all the systems of a marine vessel.

To aid the development of these programs, the division of Workforce and Academic Programs has hired industry experts to lead each of these Skill Trades programs. In addition, funding was obtained to hire a Career and Technology Education (CTE) Navigator, who will provide recruiting and advising for new and prospective students. Working with the Advancement office, the College has funneled significant donations to not only develop the capacity and facilities for these programs, but to assist students' access through scholarships. This past year the office of Advancement was successful in securing Rural Maryland Community grant and an EARN grant from the Department of Labor. (More about those grants is shared later in this report.)

Institutional Response to Questions Raised by the Commission

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

The Corner of Care Food Pantry, led by the Director of Student Engagement and Development, established a new partnership with the MD Food Bank. With the addition of a larger space, the College was able to serve more Chesapeake College students. Over the 2023-2024 academic year, the Corner of Care had more than 1300 visits, fulfilled more than 1000 requests for Gas and Sodexo Cards, and provided 65 Care Packages to support students.

In the Fall of 2023, the Academic Early Alert program pilot, an initiative of the Office of Student Success and Retention, was launched to support students by collaborating with faculty and staff members to enhance persistence and retention for students at risk of not completing their courses. The program partnered with faculty and staff to identify students struggling in their classes during the semester and provided early intervention opportunities to connect these students with assistance and resources. The Director of Student Success and Retention worked to prevent students from withdrawing from or receiving D's or F's in their courses, foster student persistence and completion, and enhance student academic performance. Fall to Spring retention rates for the most recent fall 2023 cohort was 76.7%, an increase of 5.3% above the fall 2021 cohort.

The work of improving completion involves many small steps like those taken above, plus removing financial barriers by helping students access financial aid, providing coping skills through mental health services on campus, and fostering a more inclusive environment through the work of the Student Diversity, Equity and Inclusion office. These various supports have a cumulative impact on long-term outcome measures. The successful-persister rate for all students in the fall 2019 cohort is up to 75.0%, an increase of 4.3% over the previous cohort.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

Students in transfer programs are prepared to meet the academic demands of four-year colleges through appropriate curriculum and transfer advising. Student preparation begins with embedding sound student learning objectives in the course content. Students are instructed with relevant course content across all modalities. Our general education program ensures that students preparing for transfer have met standards in communication in oral and written English, critical thinking, information literacy, and technology literacy, as well as one of the following additional areas: scientific and quantitative reasoning, diverse perspectives, and values/ethical behavior. Several initiatives are in place to support the success of transfer students. Recruitment and advising services facilitate pathway identification. Students can further explore program pathways with faculty. A variety of co-curricular supports assist transfer students in their journey, including the Academic Support Center, Student Success team initiatives such as mental health support, TRiO programming, the office of Student Diversity, Equity, and Inclusion, student clubs, and more. The success of Chesapeake's transfer students can be seen in the percentage of student who have achieved a GPA of 2.0 or better at their transfer institution, which over the past four years has averaged 88.8%. The College partners with many four-year institutions to facilitate successful transfer of credits with the goal of minimizing the need to take additional 100 or 200 level credits.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

The College maintains student outcome data for a variety of groups based on gender, race/ethnicity, age group, and first-generation status. These data indicate that there are achievement gaps that exist, with White students outperforming other race/ethnic groups. Following the fall cohorts between 2017 and 2019, the average three-year graduation rate for students in these cohorts indicate that White students are nearly twice as likely to graduate in three years as Black or Hispanice students. There are leading indicators that reflect these differences early on in students' careers. And these gaps exist well before students approach graduation.

Looking at data from FY2020-2023 the average course success rates for white students is 13% higher than for non-white students (66% to 79%).   White students are 26% more likely to pass their gateway English class and 32% more likely to pass their gateway math class than their non-white counter parts. The greatest obstacle to the long-term outcomes such as program completion or successful transfer is having students who are engaged and successful from the start.

Two ways the College is approaching reducing these gaps are through access to financial aid, and access to tutoring. Students' ability to pay for college impacts their ability to remain enrolled and graduate. The Office of Financial Aid routinely takes steps to promote FAFSA completion and access to the varieties of financial aid available from local, state, and federal sources. Furthermore they identify sutdents who are at-risk, monitor satifactory academic progress, and refer students to academic resources when appropriate.

When students need academic support there are now a variety of options for tutoring. Students who are eligible for TRiO can take advantage of advising services and academic tutoring.

Students who are not eligible for TRiO have access to the Academic Support Center, which provides tutoring for any students. The Academic Support Center provides on-site, in-person tutoring by appointment, or by drop-in. Tutoring is embedded in some courses. And tutoring is offered online via appointment for online students and students who are taking classes in-person, but wish for the convenience of an online appointment.

These types of supports lend toward improved outcomes. In four of the past five years, the fall-to-fall retention rate for minority students has increased. Cumulatively, this has led to a 5.4% increase between between the 2018 cohort and the 2022 cohort, which is substantial.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

The College ensures that the curricula of its career programs are designed with the content validated by professionals in the field preparing our students to fulfill positions as desired by employers. One way we achieve this is through coordination with our Program Advisory Committees. Each program consults a group of industry professionals in evaluating and revising program learning objectives. Many of our career programs require clinical experience which allows students to gain on-the-job training prior to entering the workforce. The College hosts trainings for professional in the region to review the latest developments and trends and inform program objectives. All students have access to Career Coach, which allows them to view job availability in the region as well as prerequisite skills to work in the field. Most healthcare programs are accredited by professional bodies, ensuring quality of content and relevancy and training. The success of these program is seen in the pass rates of students taking licensure/professional exams. Pass rates for Radiologic Technology, Registered Nurse, Surgical Technology and Paramedic have averaged 90.3% over the past four years.

5. Please refer the template in the Appendix for a comprehensive list of current and forthcoming federal grants awarded to the institution that are specifically focused on student success.

Community Outreach and Impact

Chesapeake College continues to nurture ties to the community it serves, facilitating cooperative partnerships for the betterment of local citizens with promotion of education, job training, employment opportunities, and appreciation for the arts.

The College was fortunate to be awarded a Rural Economic Development Grant, which has facilitated broader outreach to promote skilled trades training and employment opportunities for students. Funds from the grant created the Business & Industry Navigator (BIN) position, which serves as a liaison between the College's skilled trades programs, area high schools, regional businesses, and local organizations. The BIN is not only responsible for recruiting potential students from these connections, but also serves as a resource for employers looking to hire individuals for skilled trades positions or apprenticeships. The BIN also identifies industry needs that drive curriculum enhancements and certifications. College administrators regularly attend

economic development events and sit on regional economic development councils, assuring that the College is meeting the needs of local businesses and aware of the unique economic situations within the five counties it serves. Recently, the College also received the Maryland Department of Labor's EARN grant, that supports skilled trades students with grants for tuition and employment placement services. As part of the grant application for EARN, and building on community partnerships, the College procured the support of 17 diverse entities who agreed to provide in-kind support to these students towards gaining employment (e.g., reviewing resumes, conducting mock interviews, providing tours of their businesses, participating in "reverse" fairs, etc.). These entities included local municipalities, economic development offices, employers, trade organizations, and the regional Workforce Investment Board.

Chesapeake College is home to the Todd Performing Art Center (TPAC) a state-of-the-art auditorium, which seats over 900, and is the largest indoor event facilities on the mid-Shore. Under the leadership of the new Director of the Arts, Dr. Robert Thompson, the College aims to provide a variety of performing arts to showcase local talent and provide entertainment and education to the community. The College develops and presents original immersive and traditional theatre; hosts classical and popular music concerts (2023-2024: Queen Anne's Chorale, Mid-Atlantic Symphony Orchestra, Peacherine Ragtime Society Orchestra, We Are Messengers); screens classic and original movies; features professional visual artists in our gallery (Queen Anne's County Public Schools Senior Showcase Art Exhibit and Kent Island Federation of Arts Exhibit); as well as producing workshops, gallery exhibitions, and children's theatre for local K-12 schools; and host dance recitals for local dance studios. The TPAC is a unique space on the shore where people of all ages can experience the arts. It also serves as a conference facility for local businesses and local/state government agencies for training/retreats as well as non-profit agencies for training and community events (speaker/author events, local candidate forums, Dr. MLK, Jr. Community Celebration, etc.).

Chesapeake College regularly hosts mini open houses for our local public and private high school students interested in pursuing post-secondary education and training. Prospective students frequently tour the campus and meet with college faculty, staff, and students to learn about programs and services. The College hosts events where local business leaders participate and share information about career opportunities. Such campus events are numerous and include an Open House for adult learners, the Environmental Summit, the STEM festival, Women in Technology, Teacher Academy Day, Rotary Career Exploration, Economic Development and Chamber Sophomore Day, and the annual Job and Career Expo. The College's Office of Recruitment also engages with the community through off-campus participation in many types of events such as information sessions at all public and private high schools, the Maryland Fire and Rescue School, Back to School and Parent nights, Trade fairs, the Talbot Resource fair, the Avalon's Multi-Cultural festival, Building African-American Minds (BAAM), and the Hispanic Heritage fair.

Appendix

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
U.S. Department of Labor (through Maryland Labor)	Workforce Innovation and Opportunity Act of 2014 (WIOA–P.L. 113-128), Title II: the Adult Education and Family Literacy Act Consolidated Adult Education and Family Literacy Services/Consolidated Adult Education and Family Literacy Services	Chesapeake College Adult Basic Education	$791,541	7/1/2024	6/30/2025
U.S. Department of Education (through Maryland State Department of Education)	Congressionally Directed Spending (Fund for the Improvement of Postsecondary Education)	Chesapeake College Workforce Training Expansion	$1,200,000	6/1/2023	5/31/2026
U.S. Department of Education (through Maryland State Department of Education)	The Coronavirus Response and Relief Supplemental Act and American Recovery Plan Act/Maryland Leads	Maryland Leads - Caroline County	$300,000	7/15/2022	9/30/2024
U.S. Department of Education (through Maryland State Department of Education)	The Coronavirus Response and Relief Supplemental Act and American Recovery Plan Act/Maryland Leads	Maryland Leads - Queen Anne's County	$88,373	7/15/2022	9/30/2024

U.S. Department of Education (through Maryland State Department of Education)	The Coronavirus Response and Relief Supplemental Act and American Recovery Plan Act/Maryland Leads	Maryland Leads - Talbot County	$126,000	7/15/2022	9/30/2024
U.S. Department of Education (through Maryland State Department of Education)	The Coronavirus Response and Relief Supplemental Act and American Recovery Plan Act/Maryland Leads	Maryland Leads - Kent County	$145,000	7/15/2022	9/30/2024
U.S. Department of Commerce (Economic Development	EDA Good Jobs Challenge (Maryland Works for Wind)	Maryland Works for Wind	$485,331	1/13/2023	9/30/2025
National Science Foundation	Advanced Technological Education	Preparing Career Ready Information Technology Technicians	$317,035	7/1/2022	6/30/2025
U.S. Department of Education (through Maryland State	Perkins	Chesapeake College Perkins	$118,749	7/1/2024	6/30/2025
U.S. Department of Education	TRIO Student Support Services - Regular	TRIO SSS Regular	$1,940,261	9/1/2020	8/31/2025
U.S. Department of Education	TRIO Student Support Services - STEM	TRIO SSS STEM	$1,330,392	9/1/2020	8/31/2025
U.S. Department of Education	Upward Bound*	Upward Bound - North Caroline High School	$1,483,689	9/1/2022	8/24/2027
U.S. Department of Education	Upward Bound*	Upward Bound - Kent County & Colonel Richardson High Schools	$1,319,219	9/1/2022	8/31/2027
U.S. Department of Education	Upward Bound*	Upward Bound - Easton High School	$1,483,689	9/1/2022	8/31/2027
	*Grant provides services to local secondary school students but is awarded to Chesapea				

Chesapeake College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	504		317		77		110	
2	Number attempting fewer than 18 hours over first 2 years	216		109		18		89	
3	Cohort for analysis (Line 1 – Line 2)	288	100.0%	208	100.0%	59	100.0%	21	100.0%
4	Earned Associate degree from this community college	106	36.8%	94	45.2%	12	20.3%	0	0.0%
5	Earned certificate, but no degree, from this community college	2	0.7%	1	0.5%	0	0.0%	1	4.8%
6	Total associate and certificate graduates (Line 4 + Line 5)	108	37.5%	95	45.7%	12	20.3%	1	4.8%
7	Transferred to Maryland two-year/technical college	25	8.7%	20	9.6%	2	3.4%	3	14.3%
8	Transferred to Maryland public four-year college	63	21.9%	53	25.5%	8	13.6%	2	9.5%
9	Transferred to Maryland private four-year college or university	4	1.4%	4	1.9%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	6	2.1%	6	2.9%	0	0.0%	0	0.0%
11	Transferred to out-of-state four-year college or university	28	9.7%	20	9.6%	8	13.6%	0	0.0%
12	Total transfers (sum of Lines 7 - 11)	126	43.8%	103	49.5%	18	30.5%	5	23.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	62	21.5%	58	27.9%	4	6.8%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	172	59.7%	140	67.3%	26	44.1%	6	28.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	32	11.1%	23	11.1%	9	15.3%	0	0.0%
16	Successful transition to higher ed (Line 14 + Line 15)	204	70.8%	163	78.4%	35	59.3%	6	28.6%
17	Enrolled at this community college last term of study period	18	6.3%	9	4.3%	8	13.6%	1	4.8%
18	Successful or persisting (Line 16 + Line 17)	222	77.1%	172	82.7%	43	72.9%	7	33.3%

Chesapeake College
2024 Accountability Report

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

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	1,904	1,738	1,794	1,980
	b. Percent of students enrolled part time	73.4%	76.2%	76.3%	76.1%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	32.4%	26.4%	40.0%	34.9%

		FY2020	FY2021	FY2022	FY2023
C	Credit students who are first-generation college students (neither parent attended college)	35.1%	31.3%	28.8%	30.0%

		FY 2020	FY 2021	FY 2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	500	221	408	533

		FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	46.4%	42.9%	43.1%	36.4%
	b. Receiving Pell grants	28.9%	27.8%	26.2%	33.3%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older				
	a. Credit students	26.1%	24.9%	21.0%	18.8%

		FY 2020	FY 2021	FY 2022	FY 2023
	b. Continuing education students	98.5%	77.6%	81.1%	79.6%

		FY2020	FY2021	FY2022	FY2023
G	Credit students employed more than 20 hours per week	48.0%	40.0%	35.0%	37.6%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	6.4%	6.9%	8.1%	8.3%
	b. Black/African American only	12.4%	12.1%	12.3%	11.4%
	c. American Indian or Alaskan native only	0.7%	0.5%	0.3%	0.3%
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.2%	0.2%
	e. Asian only	1.7%	1.6%	1.7%	1.7%
	f. White only	70.3%	70.6%	69.0%	68.9%
	g. Multiple races	3.0%	3.3%	4.2%	3.6%
	h. Foreign/Non-resident alien	1.2%	0.9%	0.9%	0.9%
	i. Unknown/Unreported	4.0%	4.0%	3.3%	4.7%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	93.7%	48.1%	42.4%	41.5%
	b. Enrolled in some, but not all, distance education	3.0%	27.7%	28.9%	28.6%
	c. Not enrolled in any distance education	3.3%	24.2%	28.7%	29.9%

Chesapeake College
2024 Accountability Report

		FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source				
	a. Tuition and fees	30.7%	28.1%	25.6%	26.4%
	b. State funding	31.1%	31.3%	31.8%	36.2%
	c. Local funding	30.7%	29.1%	27.5%	27.8%
	d. Other	7.5%	8.5%	15.1%	9.6%

		FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function				
	a. Instruction	48.4%	47.6%	47.4%	46.8%
	b. Academic support	7.6%	6.8%	6.4%	5.9%
	c. Student services	9.5%	9.8%	9.9%	10.2%
	d. Other	34.5%	35.8%	36.3%	37.0%

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	6,832	4,124	5,005	5,248	**8,195**
	b. Credit students	2,849	2,533	2,387	2,443	**3,419**
	c. Continuing education students	4,136	1,685	2,740	2,913	**4,966**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
2	Market share of first-time, full-time freshmen	39.1%	34.9%	31.5%	37.9%	**45.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
3	Market share of part-time undergraduates	68.2%	66.0%	68.7%	69.2%	**73.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	52.5%	45.7%	42.6%	43.5%	**50.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
5	High school student enrollment	350	343	456	639	**496**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	3,664	9,334	5,949	6,143	**6,500**
	b. Continuing education, online	595	231	1,667	1,031	**1,000**
	c. Credit, hybrid	908	195	539	632	
	d. Continuing education, hybrid	48	37	23	0	

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,850	$4,850	$4,850	$5,000	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	50.1%	50.2%	49.4%	48.7%	**47.9%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,193	138	785	822	**654**
	b. Annual course enrollments	3,006	204	1,410	1,356	**1,186**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	744	365	560	737	**912**
	b. Annual course enrollments	1,289	700	1,140	1,246	**1,728**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	10.3%	20.9%	23.2%	27.4%	**20.1%**
	b. At least one ESL educational functioning level	15.2%	19.9%	18.1%	17.3%	**27.1%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	25.7%	25.6%	28.0%	27.0%	**29.5%**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	34.3%	50.4%	40.6%	44.8%	**38.0%**

		July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	20.7%	21.0%	21.1%	21.7%	**NA**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	9.8%	8.2%	12.2%	8.3%	**12.7%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	12.0%	13.1%	17.9%	23.6%	**14.2%**

Goal 2: Success

		Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	49.7%	50.5%	52.3%	56.7%	**56.0%**
	b. Pell grant recipients	48.5%	47.6%	48.8%	54.8%	**55.0%**
	c. Developmental students	41.1%	47.1%	34.7%	44.7%	**39.0%**
	d. College-ready students	55.1%	52.8%	59.5%	66.7%	**62.0%**

Chesapeake College
2024 Accountability Report

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	51.4%	49.4%	32.7%	41.1%	**39.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	83.7%	93.3%	76.3%	82.7%	**89.0%**
b. Developmental completers	75.6%	77.8%	66.1%	72.9%	**81.0%**
c. Developmental non-completers	42.2%	45.9%	44.1%	33.3%	**NA**
d. All students in cohort	73.3%	81.7%	70.7%	75.0%	**84.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	78.2%	83.1%	74.5%	82.4%	**NA**
b. Black/African American only	<50	<50	<50	<50	**NA**
c. Asian only	<50	<50	<50	<50	**NA**
d. Hispanic/Latino	<50	<50	<50	<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	70.4%	82.7%	59.0%	67.3%	**79.0%**
b. Developmental completers	53.8%	57.8%	40.0%	44.1%	**62.0%**
c. Developmental non-completers	26.7%	37.8%	34.3%	28.6%	**NA**
d. All students in cohort	55.1%	68.3%	52.4%	59.7%	**65.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	60.4%	72.3%	56.2%	65.8%	**NA**
b. Black/African American only	<50	<50	<50	<50	**NA**
c. Asian only	<50	<50	<50	<50	**NA**
d. Hispanic/Latino	<50	<50	<50	<50	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	292	298	231	248	**355**
b. Career degrees	104	111	90	89	**NA**
c. Transfer degrees	139	135	122	140	**NA**
d. Certificates	49	52	19	19	**NA**
e. Unduplicated graduates	289	296	231	245	**NA**

Chesapeake College
2024 Accountability Report

		AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	84.4%	88.0%	90.2%	92.7%	**87.0%**

		FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	50.8%	41.6%	42.8%	51.6%	**60.0%**

Goal 3: Innovation

		FY2020	FY2021	FY2022	FY2023	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. Radiologic Technology (AART)	100.0%	90.0%	75.0%	88.9%	**95.0%**
	Number of Candidates	6	10	8	9	
	b. Registered Nurse (NCLEX-RN)	97.5%	93.8%	100.0%	100.0%	**90.0%**
	Number of Candidates	40	32	31	27	
	c. Physical Therapist Assistant (NPTE)	75.0%	63.6%	66.7%	40.0%	**90.0%**
	Number of Candidates	4	11	3	5	
	d. Surgical Technology (NBSTSA)	80.0%	83.3%	71.4%	80.0%	**90.0%**
	Number of Candidates	5	6	7	5	
	e. Paramedic, National Registry Exam	100.0%	100.0%	84.6%	100.0%	**90.0%**
	Number of Candidates	9	6	13	8	
	Note: Not reported if <5 candidates in a year					

		FY2019	FY2020	FY2021	FY2022	Benchmark Not Required
24	Graduates employed within one year	82.5%	81.7%	86.3%	93.2%	**NA**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$21,888	$20,236	$16,596	$23,584	**NA**
	b. Median annualized income three years after graduation	$49,240	$43,720	$52,028	$57,032	**NA**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	2,256	1,221	1,476	1,498	**2,568**
	b. Annual course enrollments	3,727	2,356	3,169	3,350	**4,282**

Chesapeake College
2024 Accountability Report

		FY 2020	FY 2021	FY 2022	FY 2023	**Benchmark FY 2025**
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,501	1,056	1,124	1,184	**1,828**
	b. Annual course enrollments	2,619	2,071	2,398	2,686	**3,167**

		FY 2020	FY 2021	FY 2022	FY 2023	**Benchmark FY 2025**
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,536	392	920	990	**1,663**
	b. Annual course enrollments	2,153	663	1,490	1,659	**2,343**

Note: NA designates not applicable

    * designates data not available

2024 COLLEGE OF SOUTHERN MARYLAND

I. MISSION

Regular review of CSM's mission, vision, and values allows the institution the opportunity to reflect, adapt, and plan for the future. CSM has incorporated the review of mission, vision, and values as a systematic part of our strategic plan development process. This process was followed in 2018 with the adoption of a new Mission Statement and in 2020 with the adoption of a new Vision Statement and Values. As part of the writing process for the 2024-2029 Built For Success strategic plan, CSM's Board of Trustees adopted a new Mission Statement on May 16, 2024. It reads, "*The College of Southern Maryland enhances lives and enriches our region through accessible, high-quality instruction and services that support our students along their personal paths to success.*"

II. INSTITUTIONAL ASSESSMENT

Middle States Accreditation: After a two-year writing and research process and a four-day site visit in March 2024, the Middle States Commission on Higher Education (MSCHE) fully reaffirmed CSM's accreditation through 2032. This reaffirmation reflects the dedication and commitment of many across the college, and speaks to CSM's legacy of academic excellence, student-centered support, and fiscal accountability.

Strategic Plan Development: The development of the new 2024-2029 strategic plan began in the summer of 2023 with an intentional and systematic process. This process was kicked-off with information gathering, listening sessions, a review of institutional data, and an environmental assessment. This information was synthesized and provided to a Strategic Planning Taskforce that was formed in the fall. The Strategic Planning Taskforce was comprised of individuals from across the college. This group explored, discussed, drafted, and adopted strategic themes for the plan – Access, Momentum, and Mobility – and revised the mission, vision and values statements. The work of the Strategic Planning Taskforce served as the centerpiece for three Strategic Planning Retreats which were attended by over 80 participants from across the college.

> CSM Vision Statement- *The College of Southern Maryland is an inclusive, student-centered community where all are empowered to succeed.*
> CSM Belonging Statement- *The College of Southern Maryland recognizes the unique contributions of our community and commits to cultivating a culture of belonging wherein everyone is valued and respected.*

Achieving the Dream: In FY24, CSM's Achieving the Dream (ATD) team was renamed as the "Dream Achievers Team". This group continued their work to create a student-ready institutional culture that examines the student journey from entry to exit to ensure appropriate resources and supports are allocated to promote equitable outcomes. Led by the Chief Information Officer, the AVP of Planning, Institutional Effectiveness, and Research, and the Director of Academic Programs, Planning, and Assessment, this cross-institutional team worked diligently all year to bring awareness and solutions to the equity gaps at CSM. This group met monthly and included information sessions from critical student success areas of the college as well as several student speakers. Additionally, a small group of DAT members attended the Achieving the Dream Data Analytics Summit in fall 2023 and a much larger group, including CSM leadership members, attended the yearly ATD DREAM conference.

Enrollment Increases: CSM successfully continued work on increasing enrollment in all areas of the college. Fall 2023 total unduplicated headcount was up over 100 students (Indicator 1a), the

annual unduplicated headcount of English for Speakers of Other Languages (ESOL) was up over 40 students (Indicator D), and the annual unduplicated headcount of Continuing Education students was up almost 500 students (Indicator 1c). Lastly, CSM saw a large increase in High School student enrollment (which includes Dual Enrollment students and Early College students). CSM saw 1,451 Dual Enrollment students registered for 1,742 courses and there were nearly 180 high schoolers at the Prince Frederick and La Plata campuses and 503 homeschoolers at the La Plata and Leonardtown campuses.

ACCESS: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

English Learning Resource Team (ELRT)
- Established to help students register for courses and navigate the college while bridging the communication gap with students and families.
- Increased community engagement by actively participating in community events to promote ESL classes and other CSM programs.
- Hawks and Harmony provided students with the opportunity to learn about resources on campus and interact with staff, faculty, and other English Language Learners.

Support for Veterans
- Nearly 900 CSM students self-identified as military affiliated (active duty, veteran, spouse/dependent), and CSM was proud to be recognized for the 8th consecutive year as a Military Friendly ® School, receiving their gold ranking for small community colleges.
- Improved application/documentation submission process for both financial aid and VA students.
- Provided additional opportunities for veteran students to notify CSM of changes in enrollment status to ensure timely reporting to the appropriate federal agencies.
- Military Course Evaluations – Created a system for evaluating military courses using TES and the ACE Military Guide. We currently have 63 military trainings/courses evaluated with some having over 30 transferable credits and six direct equivalencies.

Adult Education Program
- Guided 51 adult graduates to earn their high school diplomas through CSM's Adult Education Program (increase of 9% from FY23).

Financial Aid
- Total 2023-2024 year-to-date financial aid disbursements totaled $14.1 million, which represented a 6% increase from 2022-2023. This included the expansion of Community College Promise scholarships to part-time students, which were previously limited to full-time students.
- Awarded and disbursed over $1.26 million in CSM Foundation Scholarships to approximately 975 students.
- Successful Giving Tuesday- Exceeding the goal of 300 donors, 345 community members, alumni, faculty, and staff donated $152,255 to champion students' success.

Inclusive Brand Relaunch and Website Improvements
- Implemented a new website translation tool on the main CSM website and the credit-free registration site (now available in 11 languages).
- Expanded website resources for underserved students (e.g.: Veterans and ELL)

- Made many page-level improvements that have increased overall score from 91% to 98% in regular weekly scans, which identify accessibility issues, search engine optimization recommendations, and quality assurance issues.

SUCCESS: Promote and implement practices and policies that will ensure student success.
Transfer/Articulation
- Worked with St. Mary's College of Maryland to create a Pathway to Honors Program which is a program for students not initially accepted for admission into SMCM but allows them to be conditionally accepted if they complete courses at the College of Southern Maryland first. Students are given a course sequence to follow while at CSM that relates to the major they want to pursue at SMCM.
- In September 2023, CSM joined the University of Maryland Global Campus (UMGC) to hold a signing ceremony recognizing our renewed transfer partnership. The partnership enables CSM students to transfer credits seamlessly to earn a bachelor's degree at a discounted tuition rate. Between FY23 and FY24, TES equivalencies increased from 387 to 2,228. A total of 1,841 equivalencies were created in FY24, equaling a 475% increase.
- The Transfer Fair Planning Committee was established to plan and host CSM's first Transfer Fair since 2019. There were two in-person fairs on the Leonardtown and Prince Frederick campuses, as well as one virtual fair via zoom. The Committee consists of advisors from each campus, student life, marketing, scheduling, and transfer services to share ideas from the perspectives of different departments and campuses. A total of 26 institutions registered to attend at least one of the fairs.

Student Life and Development
- In FY24, Clubs and Organizations successfully conducted over 12 activities and events and participated in three conferences and competitions.
- Student Life demonstrated exceptional initiative by creating three new college-wide events in FY24: the Hawk Tailgate event held during President Wilson's Inauguration, the Hawk Music Festival, and the Pride Block Party, each attracting over 100 participants. Student feedback was overwhelmingly positive, with many students expressing a desire for these events to become annual traditions, significantly enhancing the campus community experience.
- The Student Government Association successfully hosted three voter registration drives, encouraging civic engagement and ensuring students are registered to vote.

Student Mental Health Initiatives
- Counseling Services was comprised of two full-time, licensed mental health professionals, and offered services to all enrolled students. Students are engaged through campus outreach, website presence, class presentations, and other initiatives. Counselors used an array of evidence-based practices while tailoring the counseling approach to the individual needs of each student.
- In FY24, counseling staff held 676 individual counseling sessions as well as multiple mental health-related programs throughout the academic year on topics including stress management, grief, self-care, value exploration/goal setting, and more.
- Counseling Services adopted Titanium software, which allows staff to transition to digital notetaking and record-keeping. This software enables staff to gather and analyze data related to student usage, presenting issues and concerns, and the relationship between counseling usage and academic attainment which will support a much deeper assessment and more targeted outreach and programming to better serve students.

Student Needs and Outreach Coordinator
- A full-time Student Needs and Outreach Coordinator position was created and filled.
- A CSM team joined students from 15 other colleges at the "Feed the Funnel" event where more than 50,000 meals were packed for college food pantries across Maryland. The team travelled to Morgan State University and sorted food, danced, and returned to our campuses with 2,000 meals for our Hawk Pantries.

Dean of Learning Resources
- A full-time Dean of Learning Resources was created and filled in the Division of Learning. This position allowed CSM to centralize learning support and learning enrichment services (library, tutoring, math resource center, distance learning, faculty development, and first year seminar) and will increase collaboration across all academic areas while maximizing the resources for both our credit and non-credit courses and programs, from entry to capstone.

INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Innovation Partnerships
- The Patuxent Partnership served as a tremendous partner and supporter of CSM by supporting the growth of CSM's cyber security immersive labs. A new fully equipped cyber lab opened at the Prince Frederick Campus and the Leonardtown Campus. Both labs are state-of-the-art investments in our students and the region's future workforce.
- CSM partnered with the members of the American Association of Community Colleges (AACC) leadership team to learn about current workforce development initiatives. AACC is the premier community college national advocacy group and they are recognized for their extensive knowledge and awareness of trending issues in higher education. As a result of this AACC visit, CSM made connections with national stakeholders to advance the makerspace and agricultural program development.
- Partnership with the Institute for American Apprenticeships and regional employers to advance experiential learning and employment opportunities for students.

Innovation Events
- The inaugural Hawkland Gaming Festival was held in partnership with the Department of Visual and Performing Arts and CSM's Dungeon and Dragons Club. The event saw 30 CSM volunteers and over 100 students and members of the community in attendance.
- CSM served as the hub for a robotics competition. During this competition, several CSM faculty, the CSM Talons, and 36 teams from Charles and Calvert counties' public schools and St. Mary's Ryken were able to compete in what was a grand display of innovation, critical thinking, creativity, and collaboration.
- Hosted the second annual "Art of Innovation" event on April 20, 2024. This STEAM Festival held at the Velocity Center at Indian Head offered students and community members opportunities to participate in hands-on demonstrations and workshops offered by CSM faculty and staff and our partners including Naval Sea Systems (NSWC), Charles County Public Library, and the Phoenix International School of the Arts.
- Offered Inaugural Travel Study trip for STEM students to participate in Horseshoe Crab tagging in Cape May, NJ in June 2024. This travel opportunity provided students with a first-hand experience with marine wildlife in partnership with the American Littoral Society beyond the classroom.

- Partnership with the Navy, K-12, CSM foundation, and community stakeholders for the implementation of annual STEM hackathons.
- In February, a ribbon-cutting ceremony was held to name CSM's new state-of-the-art cyber lab at the Leonardtown Campus after retired US Navy Reserve Capt. Barbara Ives. Barbara is a long–time Southern Maryland resident who is widely known for her service to our warfighters, our region, and academia – including her years working for CSM as the Director of Strategic Partnerships and the lead of the Nonprofit Institute at CSM. Notably she is also a member of the US Naval Academy Class of 1980, the first class to include women.

Technology Improvements

- Secured funding to expand the number of devices available for the Student Loaner Laptop Program.
- Upgrades to CROA, the Colleague reporting tool, stabilized and improved the reliability of the system. CROA is used across all areas of the college and provides enrollment reports, Financial Aid reporting, payroll reporting, and more.
- Implemented Dual Enroll, the dual enrollment application software to streamline and process dual enrollment of local county high school students.
- Implemented the Secure32 Check printing replacement to ensure security and streamline processing of checks in the division of Financial Services.
- Completed Network Core and Server switched migration to Extreme Fabric to improve security functionality and network operability.
- Launched Cybersecurity Awareness outreach program for employees and students. Including events through the month of October to promote National Cybersecurity Awareness Month.

Facilities Improvements

- Renovated and reconfigured an existing La Plata Campus building to serve as the new Student Resource Center. This new facility serves as a "one stop" destination to ensure effective coordination of student services for new students, current students, and visitors. It houses the Admissions, Advising, Disability Support Services, Student Affairs, Counseling, and Testing Center departments.
- Renovated the Southern Maryland Studies Center (SMSC) on the La Plata Campus to provide a better climate-controlled space for the regional historic archival collection.
- Upgraded and enhanced the HVAC systems in the Center for Business and Industry building on the La Plata Campus. This six-month project included the removal and replacement of the original mechanical systems.
- Installed electric charging stations for new all-electric college fleet vehicles. These vehicles are part of the college's commitment to enhancing and expanding environmental sustainability.
- Developed and implemented a new Preventative Maintenance cataloging, tracking, and work-order system.

III. RESPONSE SUBSECTION

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

In the past year, CSM has focused on three specific areas to increase completion rates. These areas include:

- *Multilingual Leaners Initiatives*: As the community grows and evolves, so does the need for comprehensive language education. The grant-based Adult Education Program at CSM provides free English as a Second Language (ESL) classes, offering an accessible entry point for students. Students are supported by transition navigators that aid them in a seamless transition to academic and credit free program enrollment. CSM provides bilingual tutoring support, integrated learning and translation technologies, and supportive communities as foundational supports that directly contribute to higher education completion. By serving learners at various levels—from those with no English proficiency to those holding degrees from their home countries—CSM helps these students achieve their goals, ensuring that language barriers do not prevent students from pursuing further academic and career opportunities.
- *Student Mental Health Initiatives*: In a Gallup poll of college students released in August 2023, 39% indicated that they had experienced loneliness during the previous day. Moreover, students ranked loneliness above sadness and anger as a primary emotional concern. To combat this, CSM has developed "drop-in" sessions, which include both virtual and in-person meetings at each campus, the aim is to provide students with a safe space for socialization and to provide counselors with more information about their needs. Exit surveys will be administered at the end of each "drop-in," allowing for more data as we continue to learn about our diverse student population and how to serve them most effectively.
- *Access to Financial Aid:* At CSM, the Financial Assistance Department (FAD) ensures students fully understand the cost of attending college and payment/financial aid options available to them. For example, FAD streamlined and tailored the CSM financial aid forms to reduce the time and stress for students to complete. In addition to streamlining the application process, CSM made the documents available for students to download and submit via the myCSMD portal. This allows staff to receive the documents quickly and also allows for students to access that current status in real time as staff review and update student accounts. FAD also enhanced the website to include financial literacy information on the Financial Aid webpage, the Student Life webpage, and Scholarship Finder webpage. CSM also expanded messaging regarding Scholarship Finder and other ways for students to apply for institutional funding. The 2023-24 application data shows that the Scholarship Finder total conditional application submission remained steady, despite an overall decrease in CSM student headcount.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?
CSM prioritized transfer student success for individuals that have transferred in to CSM and students that desire to transfer out of CSM. Overseen within the Registrar's Office, which is housed in the Division of Student Equity and Success, the full-time Transfer Coordinator works closely with students who want to attend CSM (for either a terminal degree or to transfer to a four-year institution). Both sets of students are supported at CSM and the school hosts a CSM Transfer Summit each year where constituents from across the institution come together to learn about transfer options and updates (especially with the Maryland Transfer with Success Act). Data about the differences in success with transfer-in-no prior, first-time-no prior, and first-time-prior is also examined during this time to look for possible interventions. Several internal reports are shared during this time including the Annual Transfer Report, Associate in Applied Science Transfer Data, Dual-Enrolled Transfer Data, and CSM Transfer-In Data.

Regarding goal measurement, CSM closely monitors the MPAR Indicators associated with transfer student success. One of CSM's greatest points of pride is the fact Indicator #21 "First-time GPA of 2.0 or above at transfer institution" has been above the peer mean and benchmark for over the last five years. Additionally, CSM saw the highest number of "Transfer Degrees Awarded" in FY24 in the last five years (Indicator #20). CSM routinely examines the schools and performance of students that transfer out with an internal Transfer Report that is created and disseminated each year to several committees including the Strategic Enrollment Management Committee. The new Built for Success strategic plan includes a goal about "Graduate transfers within one year" (Indicator #22) so that will be heavily monitored in the upcoming years.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?
Like many Maryland community colleges, CSM sees gaps between African American and white student degree progress. For the Fall 2019 entering cohort, 29.2% of African American students earned an associate and/or certificate vs. 47.2% of white students. Additionally, there was a 17% gap between African American and white students in the same cohort in being successful or persisting (59.1% vs 76.1%). One successful program that has been offered at CSM and is now being scaled up and out (to include women) is the Men of Excellence (MOE) program. The students in this program consistently see higher retention and completion rates. Support for the MOE group comes from cross-campus partnerships including Student Government, Student Life, and DEIB which take part in outreach and discussions to act as both advocates and representatives. In FY24 MOE participants increased their GPA by 20%. Spring 24 term MOE participants' average GPA was 2.68 as compared to Spring term 23 at 2.24.

CSM sees positive data regarding "Minority student enrollment compared to service area population" for "Percent nonwhite credit enrollment" and "Percent nonwhite continuing education enrollment" (Indicators 11a and 11b). Both percentages have been higher than the benchmark for the last four years. CSM also sees "Percent minorities (nonwhite) of full-time faculty" and "Percent minorities (nonwhite) of full-time administrative and professional staff" (Indicators 12 and 13) higher than the benchmarks for the last two and three years, respectively.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?
- CSM has provided students with experiential learning opportunities, project-based learning, and labor force connectivity. For example, in FY24, CSM was the partial recipient of a three-year, $325K National Science Foundation (NSF) grant. With this funding, the University of Maryland, College Park (UMD), in collaboration with CSM, Montgomery College, and industry partners, created the Democratizing Research and Experiential Education for Microelectronics (DREEM) program.
- CSM was also awarded nearly $1 million Maryland Works Grant by the Maryland State Department of Education to fund the implementation of professional youth apprenticeship programs that address employment barriers for underserved and underrepresented

populations in Maryland. CSM is using this funding to create technical trade apprenticeships and develop diverse talent with the skills and experience needed to manage the realities of the 21st Century workplace.

- In FY24, CSM brought on two Industry Engagement Specialists who spent part of the year traveling throughout Southern Maryland to meet Chambers of Commerce members, economic development partners, and area businesses to promote CSM's Work-Based Learning program. The team also spent time meeting with CSM students to create a diverse pool of potential interns.
- CSM's Academic and Career Advising Department hosted two successful Job/Career Fairs, one in Fall 2023 and one in Spring 2024, offered a successful Resume/Job Search Workshop for Veteran Students, and Academic Advisors now have an Advising Handbook and Training Curriculum.

IV.   COMMUNITY OUTREACH AND IMPACT

Provide a brief description of the manner in which the institution is serving key constituencies in its county or larger service area, particularly employers and schools. Emphasize the activities that were most significant and/or not included in the previous year's report.

- CSM held its first Community Convening at the La Plata campus where more than 90 of Southern Maryland's top leaders and influencers came together (including members of The Patuxent Partnership, the Military Alliance, the NAACP, numerous nonprofits, school systems, St. Mary's College, hospitals, economic development and community resource directors, and top military leaders from NAVAIR). The purpose of this event was to explore the "Collective Impact Model" and strengthen CSM's reputation as a convener and connector.
- During President Wilson's Investiture Week, over 40 local nonprofits eagerly created opportunities to support CSM on a day of service by providing different opportunities for faculty, staff, and students to participate in our three counties – and many of these same nonprofits provide wrap around services to our students. This CSM Day of Service involved nearly 150 faculty, staff and students volunteering more than 450 hours with Southern Maryland nonprofit agencies and parks.
- CSM continued to make wonderful strides in reconnecting and reimagining relationships with community partners, including with Southern Maryland Navy Alliance's President Tom Garrison and Executive Vice President Dale Moore to receive a briefing about the Alliance's mission. The robust conversation included the history of the Alliance and the support it provides to the Patuxent River Naval Air Station and its largest tenant – Naval Air System's Command (NAVAIR) as well as several ways in which CSM could engage with them through Engineering Pathways, workforce development partnerships, and potential internships.

Current and Forthcoming Federal Grants Awarded to CSM Focused on Student Success

5. Please use the template below and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success. For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
U.S. Department of Education	Federal College Work Study Program FWS (FY24)		$ 115,000.00	1-Jul-23	30-Jun-24
U.S. Department of Education	Federal Pell Grant Program PELL (FY24)	Student Financial Assistance Grants are need-based federal awarded by the U.S. Department of Education to help eligible low-income students pay for college costs, including tuition, fees, room and board, and other educational expenses	$ 5,321,969.00	1-Jul-23	30-Jun-24
U.S. Department of Education	Federal Supplemental Educational Opportunity Grant Program (SEOG) (FY24)		$ 225,000.00	1-Jul-23	30-Jun-24
U.S. Department of Education	Federal Direct Loan Program DL (FY24)		$ 4,674,373.00	1-Jul-23	30-Jun-24
U.S. Department of Education	Congressional Award	The goal of this project was to enhance access to health sciences education programs in the region through in-creased hands-on learning opportunities and state-of-the-art technology.	$ 550,000.00	10/1/2022	1-Oct-25
Department of Education	MSDE Perkins Program :	The primary goal of the Perkins Career and Technical Education (CTE) postsecondary program is to assist students attain academic and technical skill competencies needed to work in high-skill, high-wage, and in-demand careers.	$ 273,214.00	1-Jul-23	30-Jun-24
DOL	Mine Safety and Health Administration Maryland Grant	This program provides training for miners, mine operators, and others to improve the working conditions and practices at mines to prevent accidents and reduce occupational injuries and illnesses at mines.	$ 72,041.00	10/1/2023	9/30/2024
Department of Labor - DOL	Adult Education FY24- NEDP	Adult Education and Family Literacy Services, administered by the Maryland Department of Labor (MD Labor), Division of Workforce Development and Adult Learning (DWDAL), Adult Education and Literacy Services (AELS), Office of Adult Instructional Services (AIS) competitive FY24 grant.	$ 84,379.00	1-Jul-23	30-Jun-24
	Adult Education FY24- Family Literacy		$ 19,300.00	1-Jul-23	30-Jun-24
	Adult Education FY24- Institutionalized		$ 20,612.00	1-Jul-23	30-Jun-24
	Adult Education FY24- ASE		$ 27,630.00	1-Jul-23	30-Jun-24
	Adult Education FY24- ABE & ESL		$ 185,119.00	1-Jul-23	30-Jun-24
Naval Air Warfare Center Aircraft Division (NAWCAD)	NAVAIR Pre-Engineering Coordinator FY24	Provide support and consultation to the UMD Mechanical Engineering & Electrical Engineering undergraduate program.	$ 72,000.00	10/1/2023	9/30/2024
National Science Foundation - NSF	NSF-S-STEM	Scholarships and Support Services to Increase Student Success in STEM,"	$ 953,243.00	1-Sep-19	30-Dec-23
National Science Foundation - NSF	DREEM	To expand the pool of industry-ready undergraduates for the microele create a skills accelerator program that serves three critical career needs for community college sophomores in the microelectronics area:	$ 300,000.00	1-Oct-23	30-Sep-27
Office of Small Business Development Centers Program Anouncement	Small Business Development Center (FY24)	The Small Business Development Center at the College of Southern Maryland assists businesses by providing high-quality confidential consulting, cost-effective training & business resources.	$ 131,463.00	1/1/2024	31-Dec-24
National Science Foundation - NSF	CyberSecurity Workforce	The Project will create strategic opportunities for the diverse student population in Southern Maryland to work in federal or private Cybersecurity positions within a variety of organizations.	$ 258,912.00	1-Oct-19	30-Sep-23

College of Southern Maryland - Degree Progress Four Years after Initial Enrollment - Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1453		762		344		347	
2	Number attempting fewer than 18 hours over first 2 years	373		148		35		190	
3	Cohort for analysis (Line 1 – Line 2)	1080	100.0%	614	100.0%	309	100.0%	157	100.0%
4	Earned Associate degree from this community college	380	35.2%	260	42.3%	120	38.8%	0	0.0%
5	Earned certificate, but no degree, from this community college	63	5.8%	40	6.5%	22	7.1%	1	0.6%
6	Total associate and certificate graduates (Line 4 + Line 5)	443	41.0%	300	48.9%	142	46.0%	1	0.6%
7	Transferred to Maryland two-year/technical college	32	3.0%	18	2.9%	10	3.2%	4	2.5%
8	Transferred to Maryland public four-year college	304	28.1%	217	35.3%	77	24.9%	10	6.4%
9	Transferred to Maryland private four-year college or university	17	1.6%	14	2.3%	2	0.6%	1	0.6%
10	Transferred to out-of-state two-year/technical college	14	1.3%	9	1.5%	5	1.6%	0	0.0%
11	Transferred to out-of-state four-year college or university	110	10.2%	64	10.4%	38	12.3%	8	5.1%
12	Total transfers (sum of Lines 7 - 11)	477	44.2%	322	52.4%	132	42.7%	23	14.6%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	290	26.9%	206	33.6%	84	27.2%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	630	58.3%	416	67.8%	190	61.5%	24	15.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	106	9.8%	61	9.9%	34	11.0%	11	7.0%
16	Successful transition to higher ed (Line 14 + Line 15)	736	68.1%	477	77.7%	224	72.5%	35	22.3%
17	Enrolled at this community college last term of study period	29	2.7%	12	2.0%	10	3.2%	7	4.5%
18	Successful or persisting (Line 16 + Line 17)	765	70.8%	489	79.6%	234	75.7%	42	26.8%

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<mark>**Student & Institutional Characteristics** *(not Benchmarked)*</mark>

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

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	6,164	5,660	4,868	4,984
	b. Percent of students enrolled part time	67.5%	63.6%	63.1%	63.8%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	*	32.5%	29.2%	27.2%

		FY 2020	FY 2021	FY 2022	FY 2023
C	Credit students who are first-generation college students (neither parent attended college)	*	39.8%	*	40.9%

		FY 2020	FY 2021	FY 2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	416	291	384	426

		FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	37.8%	38.6%	76.1%	40.5%
	b. Receiving Pell grants (excluding high school students)	20.3%	19.8%	22.6%	22.8%
	Note: Methodology for (b) has changed from prior reports.				

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older				
	a. Credit students	28.0%	28.5%	27.7%	24.9%

		FY 2020	FY 2021	FY 2022	FY 2023
	b. Continuing education students	57.5%	63.9%	59.0%	57.6%

		FY 2020	FY 2021	FY 2022	FY 2023
G	Credit students employed more than 20 hours per week	*	47.4%	*	52.9%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	7.6%	8.3%	9.2%	9.2%
	b. Black/African American only	27.3%	27.7%	28.2%	28.6%
	c. American Indian or Alaskan native only	0.6%	0.5%	0.4%	0.6%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.3%	0.2%	0.3%
	e. Asian only	3.8%	3.9%	4.1%	3.8%
	f. White only	50.9%	48.5%	46.1%	45.7%
	g. Multiple races	6.8%	7.2%	7.6%	7.6%
	h. Foreign/Non-resident alien	0.5%	0.4%	0.6%	0.8%
	i. Unknown/Unreported	2.3%	3.2%	3.6%	3.4%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	89.6%	47.7%	32.4%	26.9%
	b. Enrolled in some, but not all, distance education	9.3%	43.5%	45.3%	47.7%
	c. Not enrolled in any distance education	1.1%	8.8%	22.3%	25.4%

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		FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source				
	a. Tuition and fees	41.3%	39.0%	36.8%	32.3%
	b. State funding	24.0%	25.4%	28.0%	32.1%
	c. Local funding	33.0%	33.7%	34.2%	32.2%
	d. Other	1.7%	1.8%	1.0%	3.3%

		FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function				
	a. Instruction	41.2%	39.2%	42.2%	38.0%
	b. Academic support	12.9%	10.5%	10.8%	10.2%
	c. Student services	10.4%	10.4%	11.0%	10.5%
	d. Other	35.5%	40.0%	36.0%	41.3%

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	18,653	14,188	14,184	14,329	**20,300**
	b. Credit students	9,657	8,931	7,931	7,622	**9,800**
	c. Continuing education students	9,422	5,547	6,523	7,017	**10,500**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	52.3%	43.8%	39.1%	40.8%	**52.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time undergraduates	65.4%	62.1%	56.7%	60.9%	**67.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	59.0%	64.1%	54.0%	50.7%	**61.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	595	433	423	474	**600**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	15,085	38,923	26,207	18,859	**15,000**
	b. Continuing education, online	1,378	7,035	1,190	2,613	**1,300**
	c. Credit, hybrid	4,115	2,512	2,184	5,261	**4,200**
	d. Continuing education, hybrid	839	812	798	410	**1,200**

		FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,913	$5,025	$5,138	$5,250	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	50.9%	51.2%	51.2%	51.1%	**50.0%**

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

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		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	4,036	1,242	1,892	2,398	**4,200**
	b. Annual course enrollments	7,285	1,567	2,597	3,927	**8,000**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	767	583	844	831	**800**
	b. Annual course enrollments	1,484	1,027	1,399	1,566	**1,100**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	25.0%	n < 50	21.0%	24.1%	**30.0%**
	b. At least one ESL educational functioning level	33.1%	n < 50	32.5%	31.4%	**35.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	47.6%	49.7%	51.9%	52.3%	**48.0%**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	38.0%	43.6%	45.6%	46.3%	**40.0%**

		July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	40.8%	41.7%	43.0%	44.3%	**NA**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	24.8%	26.1%	27.3%	27.6%	**27.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	31.0%	30.5%	32.6%	37.4%	**32.0%**

Goal 2: Success

		Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	55.0%	53.0%	51.2%	54.2%	**58.0%**
	b. Pell grant recipients	51.1%	49.4%	43.6%	45.5%	**55.0%**
	c. Developmental students	48.0%	*	35.3%	40.2%	**50.0%**
	d. College-ready students	61.3%	*	53.9%	58.0%	**66.0%**

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	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	51.7%	50.5%	49.1%	49.8%	**50.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	83.8%	77.1%	77.7%	79.6%	**85.0%**
b. Developmental completers	80.1%	74.9%	68.8%	75.7%	**80.0%**
c. Developmental non-completers	34.3%	34.0%	29.5%	26.8%	**NA**
d. All students in cohort	73.5%	69.3%	70.5%	70.8%	**75.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	78.1%	75.6%	75.0%	76.1%	**NA**
b. Black/African American only	62.8%	56.5%	60.3%	59.1%	**NA**
c. Asian only	76.4%	n < 50	92.3%	86.5%	**NA**
d. Hispanic/Latino	66.0%	63.2%	67.8%	70.2%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	70.4%	67.5%	63.9%	67.8%	**72.0%**
b. Developmental completers	58.9%	52.8%	50.0%	61.5%	**57.0%**
c. Developmental non-completers	21.9%	25.7%	16.3%	15.3%	**NA**
d. All students in cohort	57.0%	55.7%	55.7%	58.3%	**57.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	62.0%	62.9%	60.5%	63.5%	**NA**
b. Black/African American only	46.8%	41.0%	44.3%	47.5%	**NA**
c. Asian only	65.5%	n < 50	76.9%	69.2%	**NA**
d. Hispanic/Latino	42.7%	52.9%	51.7%	59.6%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,556	2,055	1,573	1,625	**2,000**
b. Career degrees	272	315	293	316	**NA**
c. Transfer degrees	654	653	617	553	**NA**
d. Certificates	630	1,087	663	756	**NA**
e. Unduplicated graduates	1,135	1,524	1,184	1,225	**NA**

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.2%	89.5%	92.8%	89.7%	**88.0%**

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	66.1%	59.8%	59.6%	59.7%	**67.0%**

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Nursing License Exam (NCLEX) - RN	77.8%	90.9%	85.3%	81.6%	**88.0%**
Number of Candidates	99	88	102	125	**NA**
b. Nursing License Exam (NCLEX) - LPN	100.0%	100.0%	NA	100.0%	**98.0%**
Number of Candidates	5	8	0	10	**NA**
Note: Not reported if <5 candidates in a year					

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24 Graduates employed within one year	73.2%	70.3%	70.9%	73.6%	**NA**

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$19,372	$19,044	$17,036	$20,524	**NA**
b. Median annualized income three years after graduation	$51,628	$56,636	$55,112	$68,948	**NA**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,825	4,295	4,251	4,208	**5,000**
b. Annual course enrollments	6,784	6,504	6,816	6,355	**6,800**

	FY 2020	FY 2021	FY 2021	FY 2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,754	3,641	3,566	3,609	**3,800**
b. Annual course enrollments	4,862	5,261	5,214	5,099	**5,000**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	3,000	2,185	2,762	2,750	**3,000**
b. Annual course enrollments	4,737	3,658	4,518	4,237	**4,800**

Note: NA designates not applicable

* designates data not available

FREDERICK COMMUNITY COLLEGE

2024 PERFORMANCE ACCOUNTABILITY REPORT

Mission

Focused on teaching and learning, Frederick Community College provides affordable, flexible, access to lifelong education that responds to the needs of diverse learners and the community.

Institutional Assessment

In alignment with the goals adopted in the *2022 Maryland State Plan for Higher Education (MSP)* and the institution's *Forward Strategic Plan, 2020–2025*, Frederick Community College (FCC) formally joined Achieving the Dream (ATD) (a national organization focused on achieving equitable student outcomes) during Fiscal Year (FY) 2024. FCC sent a team to attend the 2024 ATD Network Kickoff Institute to begin and intensify a transformational journey for the community college. Through participation in the ATD Network, FCC expects to enhance its ability to address persistent opportunity gaps and produce better student outcomes overall.

FCC's expenditures by function (Characteristic K) demonstrate an ongoing commitment to invest nearly two-thirds of its financial resources into instruction, academic support, and student services to augment student learning, transfer success, and employment outcomes. FCC endeavors to ensure all learners a sense of belonging to a supportive and inclusive environment that engages student learning through relevant and culturally responsive curricula and work-based learning opportunities. With greater emphasis on the use of evidence on college performance, FCC's leadership intends to optimize strategies for change management based on data-informed decision-making. Ultimately, FCC aspires to align course scheduling, curriculum, and career pathways to meet student and workforce needs by coordinating college teams with the mutual goal to assess and improve the College's policies, procedures, and practices.

As part of its recent initiatives, FCC participated in the Community College Survey of Student Engagement (CCSSE) for the first time since 2014 and cataloged an inventory of student success efforts, interventions, and high impact practices at the institution. The *2024–25 Diversity, Equity, Inclusion, and Belonging (DEIB) Plan* provides additional context and insight for the institutional assessment of MSP Goals and progress to the College's Benchmarks for the 2024 Maryland Higher Education Commission (MHEC) Performance Accountability Report (PAR).

2022 Maryland State Plan Goals –
1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

In FY 2023, FCC's total annual unduplicated headcount (Indicator 1a) rebounded to 14,190 students and exceeded FY 2020 for the first time in three years. The increased student population was driven by credit and continuing education students, both of which grew by around 1,000 students in the past year. Credit and noncredit unduplicated headcounts now approach the FY 2025 benchmarks. Looking forward, the Fall 2023 credit unduplicated headcount (Characteristic A.a) rose by nearly 1,000 students above Fall 2022, indicating that student headcounts remain on track to reach FY 2025 benchmarks.

Despite the growth in credit enrollment in recent years, FCC's market share of first-time, full-time students (Indicator 2) among service area residents has slipped from 51.2% in Fall 2020 to 42.8% in Fall 2023. As a result, FCC is currently almost ten percentage points below its Fall 2025 Benchmark (52.6%) for the market share of first-time, full-time students. In contrast, the College's market share of part-time students (Indicator 3) from the local service area has ticked up from 74.2% in Fall 2020 to 77.5% in Fall 2023, and now exceeds the Fall 2025 Benchmark (75.5%). These two recent trends have pushed the percentage of students enrolled part-time (Characteristic A.b) at FCC up to 72.6% of the Fall 2023 student population.

Over the past four years, FCC's market share of recent, college-bound public high school graduates (Indicator 4) has slipped from 57.8% in Fall 2019 to 53.9% in Fall 2022. Whereas FCC is currently below the Fall 2024 Benchmark (57.8%), FCC has made inroads for the recruitment of younger students in its service area. FCC has enlarged its high school student enrollment (Indicator 5) to 2,361 in Fall 2023, well above the Fall 2025 Benchmark of 1,660 student enrollments. In addition, the percentage of students who are 25 years old or older (Characteristic F.a) has fallen from 24.4% in Fall 2020 to 20.3% in Fall 2023 due to a greater proportion of credit students being dual enrolled. Strategically, to address trends in market share, FCC is seeking to turn the recent surge in high school dual enrollments into an opportunity to recruit recent high school graduates and to improve academic planning in the onboarding and orientation process for first-time students. In addition, the College is examining course and program offerings and striving to increase supports for nontraditional and parent students.

After significant drops in enrollment during the COVID-19 pandemic, FCC's Continuing Education and Workforce Development (CEWD) division has returned to growth in recent years and is now on track to meet institutional Benchmarks for FY 2025. Enrollments in continuing education community services and lifelong learning courses (Indicator 8) in FY 2023 surpassed FY 2020 on both metrics: unduplicated annual headcount (2,703 v. 2,464) and annual course enrollments (5,944 v. 5,720). Enrollments in continuing education community services and lifelong learning courses are again on track to reach the FY 2025 Benchmarks for unduplicated annual headcount (2,895) and annual course enrollments (6,119). The recovery in noncredit continuing education programs is largely due to a return to fully in person programing in its workforce programs, Kids on Campus and Institute for Learning in Retirement (ILR).

CEWD continues to face post-pandemic challenges for enrollments in continuing education basic skills and literacy courses (Indicator 9). FY 2023 unduplicated headcount (1,302) and annual course enrollments (2,603) remain below FY 2020 (1,424 and 3,167, respectively) and the FY 2025 Benchmark (1,616 and 3,620, respectively). Similarly, annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses (Characteristic D) in FY 2023 (2,137) remains below FY 2020 (2,485). Nonetheless, students in adult basic education (ABE) and English as a Second Language (ESL) are finding success. Adult education student achievement of at least one ABE educational functioning level (Indicator 10.a) in FY 2023 (44.2%) already exceeds the FY 2025 Benchmark (25.0%), while achievement in at least one ESL functioning level in FY 2023 (67.0%) far surpasses the FY 2025 Benchmark (47.0%). Despite the pandemic challenges, approximately two-thirds of CEWD students remained 25 years old or older (Characteristic F.b), demonstrating an ongoing appeal to adult lifelong learners.

FCC has delivered on its goals for both credit and noncredit annual enrollments in online/hybrid courses (Indicator 6). FY 2023 online (11,142) and hybrid (3,704) credit enrollments both exceeded the FY 2025 Benchmarks (6,787 and 3,576, respectively). In continuing education, FY

2023 online (863) and hybrid (487) enrollments outstripped both FY 2025 Benchmarks (607 online and 66 hybrid). Despite the noteworthy growth in online and hybrid course modalities, FCC once again has a vibrant on-campus community. Over half (57.6%) of credit students are not enrolled in any distance education and another quarter (25.7%) are enrolled in some, but not all, distance education in FY 2023 (Characteristic I).

The student population at FCC continues to become more diverse in both credit and continuing education programs (Indicator 11). The percentage of nonwhite students enrolled in credit courses (44.6%) is above the nonwhite service area population (31.9%) and the FY 2025 Benchmark (43.0%). Among the credit students, the racial/ethnic distribution (Characteristic H) indicates more representation for Hispanic/Latino, Black/African American only, Asian only, and multiple races over the past four years. The percentage of nonwhite students enrolled in continuing education (32.0%) reflects the service area population and is now two percentage points below the FY 2025 Benchmark (34.0%). FCC is addressing accessibility for a diverse student population by adopting a holistic, data-informed approach to gain a more nuanced understanding of student experiences from both quantitative and qualitative data insights.

The percent of minorities (nonwhite) of full-time faculty (Indicator 12) in Fall 2023 (21.9%) decreased in the past year and is below the Fall 2025 Benchmark (23.0%), while the percent of minorities (nonwhite) among full-time administrative and professional staff (Indicator 13) in Fall 2023 (20.4%) remains below the Fall 2025 Benchmark (23.0%). FCC recognizes it has more work to do to meet benchmarks for faculty and staff diversity and, as one of the goals in the 2024–25 Diversity, Equity, Inclusion, and Belonging (DEIB) Plan, FCC's Human Resources is launching a search advocacy program where a trained member on every search committee helps guard against unconscious bias and ensure equitable hiring practices.

For the second year in a row, FCC made no change to its annual tuition and fees for full-time students (Indicator 7; $4,717). As a result, the ratio of FCC tuition and fees to the average annual tuition and fees for a full-time resident undergraduate at Maryland public four-year institutions fell to 45.9% in FY 2024, meeting the goal set for FY 2026 (47.5%; *Note: The goal for this indicator is for the College's percentage to be at or below the benchmark level*). Concurrently, the percentage of unrestricted revenue from tuition and fees has fallen by 6.5 percentage points, while state and other funding as percentage of revenue by source (Characteristic J) has increased.

2. Success: Promote and implement practices and policies that will ensure student success.

FCC closely monitors the characteristics of its credit student cohort populations in its effort to ensure the success of all college-goers. FCC records show that the percentage of first-time credit students identified with a need for developmental education (Characteristic B) fell to 15.9% in Fall 2020, when placement testing sites closed due to the COVID-19 pandemic, but have now returned to pre-pandemic levels in Fall 2023 (30.6%). In addition, fewer credit students are receiving any financial aid (Characteristic E) in FY 2023 (25.5%) than in FY 2020 (29.3%), while the percentage of credit students employed more than 20 hours per week (Characteristic G) has increased from 60.0% in FY 2020 to 68.0% in FY 2023.

Despite the changes in college preparedness and financial means, FCC continues to foster practices and policies to ensure student success. The fall-to-fall retention rates for first-time students (Indicator 14) have risen above the Fall 2024 Cohort Benchmark (62.0%) for all first-time students (62.6%). In addition, Pell grant recipients (65.7%) and college ready students (64.2%) in the Fall 2022 cohort have met the institutional benchmark. Developmental students in

the Fall 2022 cohort (45.7%), however, have not made significant gains over prior cohorts. Going forward, FCC will monitor and secure gains for more developmental students through the comprehensive early alert initiatives to facilitate timely interventions.

The percentage of first-time students in the fall term who had at least one developmental need and completed all recommended developmental coursework within four years of entry (Indicator 15: "developmental completers") has declined over the past three years to 62.0%. The difference arises from revised placement policies designed to significantly reduce enrollments in developmental courses. The policy reforms have improved outcomes among all students while also introducing more variance in completions among the smaller cohorts of students identified as requiring developmental coursework in math and/or English at the time of enrollment.

FCC has experienced declines for the successful-persister rate after four years (Indicator 16) among all student groups. The Fall 2019 Cohort – students in their first year of college at the outset of the COVID-19 pandemic – recorded a successful-persister rate of 76.1%, below both the Fall 2016 Cohort (80.4%) and the Fall 2021 Cohort Benchmark (80.0%). The same trend is revealed among college ready students in the Fall 2019 Cohort (81.0%) who track below the Fall 2016 Cohort (86.9%) and the Fall 2021 Cohort Benchmark (90.0%). Likewise, developmental completers had a successful persistence rate of 61.8%, compared to 76.9% for the Fall 2016 Cohort and the 75.0% Fall 2021 Cohort Benchmark. The graduation-transfer rate after four years (Indicator 18) for the Fall 2019 Cohort is also slightly lower for all students in the cohort (68.8%) than for the Fall 2016 Cohort (70.0%) and the Fall 2021 Cohort Benchmark (70.0%). More markedly, college-ready students in the Fall 2019 Cohort record a graduation-transfer rate of 73.8%, below the Fall 2016 Cohort (82.9%) and the Benchmark (86.0%). FCC implemented the Education Advisory Board (EAB) Navigate360 system in FY 2024 to track student progress to degree, actively monitor student success for signs of the lasting impact of the pandemic on student learning, and to identify those who need additional support from staff and faculty.

FCC continues to research and address student success outcome gaps between racial/ethnic groups. The successful-persister rate after four years for Black/African American only credit students (Indicator 17) declined by over 7 percentage points between the Fall 2016 Cohort (74.2%) and the Fall 2019 Cohort (66.9%). For the most recent cohort, the Black/African-American successful-persister rate is now more than 11 percentage points below white only students (78.6%) and 10 percentage points lower than Hispanic/Latino students (77.1%). Graduation-transfer rates after four years for racial racial/ethnic groups (Indicator 19) were more mixed over the past four years as graduation-transfer rate gaps both narrowed and grew in the past four years. The gap between Black/African American only and white only credit students narrowed slightly from 12 to 10 percentage points in the past four years. Hispanic/Latino credit students' graduation-transfer rate in contrast dropped from 69.5% for the Fall 2016 Cohort to 61.9% for the Fall 2019 Cohort. Consequently, the gap between Hispanic/Latino and white only credit students widened to 10 percentage points. To address racial equity, the College's 2024–25 DEIB Plan calls for an inventory of all student access and success initiatives, to align them with student populations and evaluate each for consistency with student success priorities.

The number of associate and credit certificates awarded (Indicator 20) recovered after hitting a low of 931 in FY 2022, the middle of the COVID-19 pandemic. Total awards rose to 970 in FY 2023, and is now within 75 awards of the FY 2025 Benchmark (1,043). FCC's transfer program degrees contributed most to the increase in degrees and certificates awarded. The number of unduplicated graduates also increased year-over-year from 844 to 862. After completing a

transfer program degree or certificate, over half of FY 2022 FCC graduates (54.5%) enroll at a four-year college or university within one year (Indicator 22), far exceeding the 43.0% in the FY 2024 Benchmark. The vast majority of FCC transfer-out students, both graduates and those who completed 12 credits without degree completion, then find success at their new institutions. For Academic Year (AY) 2022–23, 88.6% of FCC students earned a first-year GPA of 2.0 or above at their transfer institution (Indicator 21) – above the 87.0% Benchmark for two straight years.

3. Innovation: Foster innovation in all aspects of Maryland Higher Education to improve access and student success.

For the past four years, one quarter (~25%) of the credit students FCC serves are children of parents who did not attend college (Characteristic C). For first-generation students, FCC presents opportunities to explore, prepare for, and start new careers in healthcare and other professional fields. FCC's dedication to innovation and continuous improvement to support the career entry and success of its students is evidenced by its licensure rates, employment outcomes, and continuing education workforce development programming.

FCC tracks pass rates in licensure/certification examinations required for employment (Indicator 23) for its Registered Nursing and Respiratory Care credit programs. In FY2023, 84.2% of the 82 Registered Nursing candidates passed their licensure/certification examinations, while 100% of 6 Respiratory Care candidates passed their licensure/certification examinations. Both pass rates currently meet the 80.0% Benchmark targeted for FY 2025. In addition, over the past four years, four-in-five (80%) of FCC career program associate degree and certificate graduates are employed in Maryland within one year after graduation (Indicator 24). FCC career program associate degree and certificate graduates then enjoy substantial income growth (Indicator 25) in the first years following graduation. The median annualized income of FY 2020 career program associate degree and certificate graduates employed in Maryland prior to graduation was $21,532 – then, increases almost threefold to $58,128 three years after graduation. Moreover, FY 2020 graduates registered a median annualized income three years after graduation that is 29.2% greater than FY 2017 graduates. After career program completion and employment, FCC graduates often embark on a trajectory of career and economic mobility.

For working adults and professionals, FCC's continuing education courses ensure lifelong learning opportunities for the service area workforce. The COVID-19 pandemic disrupted continuing education workforce development (CEWD) activities on FCC campuses and limited in-person course enrollments (FY 2021). Subsequently, both unduplicated annual headcounts and annual course enrollments in CEWD courses (Indicator 26) have rebounded. In FY 2023, CEWD courses enrolled 2,454 students (unduplicated annual headcount) and recorded 3,170 enrollments. Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure (Indicator 27) grew to an unduplicated annual headcount of 1,315 and annual course enrollments of 1,617 in FY 2023. Lastly, enrollment in contract training courses (Indicator 28) delivered by FCC in FY 2023 reached 1,058 attendees (unduplicated annual headcount) and 1,419 annual course enrollments. The recent trends suggest FCC is largely on target to reach its FY 2025 Benchmarks for continuing education.

Response to the Commission's Prompts

1. **In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.**

In Fall 2023, FCC implemented a comprehensive early alert initiative utilizing the Education Advisory Board (EAB) Navigate360 system to identify students at risk in every class to support and enhance student success in individual courses. Support services include tutoring, learning plans, counseling, basic needs support, career counseling, emergency financial support, and other interventions. Specifically, FCC leverages Navigate360 features and usage, including:

- Campaigns: faculty teaching credit students are prompted at key times in the semester to complete progress reports for students enrolled in their courses.
- Progress Reports: assessments of student progress in their courses to identify students who are at-risk of failing the course or facing challenges impacting student success.
- Success Coaches: assigned to credit students to conduct personalized outreach on academic issues identified through progress reports.
- Text Messaging, Ad Hoc Alerts and Progress Reports: submitted by faculty and staff to support students who need non-academic resources (childcare, food, housing, etc.).
- Automated Emails: triggered by alerts and progress reports to send resources directly to students or to open a case prompting designated staff to reach out to the student.

By addressing challenges with timely intervention, students are eligible to continue enrollment, continue receiving financial aid, and make progress toward completion. For instance, 85% of students on academic probation maintained eligibility to continue enrollment after Spring 2024—a 39% increase from Spring 2020 to Spring 2022. And, 73% of students who returned early from suspension/dismissal remained eligible to continue enrollment after Spring 2024—a 29% increase from Spring 2020 to Spring 2022. Recent increases in fall-to-fall retention of first-time students (Indicator 14) at FCC attests to the effectiveness of its early alert program.

2. **Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?**

As a two-year community college, FCC typically prioritizes transfer sending ("transfer-out") as opposed to transfer receiving ("transfer-in") goals. The College does not currently have goals set for a transfer-in student graduation rate after four years. Nonetheless, FCC designed its dashboards to allow tracking of transfer-in students. Among the metrics, faculty and staff can monitor headcounts, success in gateway courses, grade outcomes for all courses, term-to-term retention rates, transfer-out rates, and graduation rates. Additionally, the Navigate360-enabled initiatives to increase completion rates benefit transfer-in students upon enrollment at FCC.

To prioritize transfer success and four-year graduation upon transferring out, the College established a new position, Articulation and Transfer Success (ATS) Coordinator, within its academic affairs division. The ATS Coordinator collaborates closely with advising, admissions, and faculty to ensure that transfer-out opportunities are academically sound, aligned with current hiring trends, and meet student demand. Further, the coordinator deepens partnerships with four-year institutions to expand and enhance student transfer-out success through articulation agreements. Lastly, as part of its holistic approach to transfer success, FCC launched a Transfer

Success Team in Fall 2024 that will bridge academic and student affairs areas to bring stakeholders together to enhance and prioritize transfer-out student success initiatives.

3. **In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?**

FCC regards its biggest challenge as the persistent success gaps among its diverse student population. In the upcoming year, the College will engage in a "year of discovery" with the aim being the development of a more data-informed culture that helps FCC better assess and strengthen its efforts to address racial equity. In keeping with a "discovery" mindset, the College developed a one-year plan to bridge the gap between the conclusion of the prior DEIB plan and the development of a new college-wide plan. The 2024–25 Diversity, Equity, Inclusion, and Belonging (DEIB) Plan builds on the achievements of the prior 2019–2024 DEI Strategic Plan and focuses on improving DEIB initiatives at FCC. FCC seeks to increase its capacity to systematically assess DEIB efforts and identify the most impactful initiatives to integrate and align with the College's future direction and strategies.

The College will also provide training to all faculty on creating and maintaining accessible instructional materials, ensuring all course materials in the learning management system meet accessibility standards. These initiatives embrace the potential to create a more equitable campus culture permeated by DEIB principles in every facet of academic and administrative life at FCC, exemplifying the commitment across the College's infrastructure.

4. **How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?**

During FY 2023, Academic Advisors became certified career coaches with the National Career Development Association. These credentials enhance core competencies in career services and provide advisors with a deep understanding of career development principles. The training provided through this certification empowers advisors to assist students more effectively in various aspects of career development, including utilizing career assessments, exploring career options, choosing career paths, setting goals, planning, networking, strategizing job searches, crafting professional brands, and transitioning careers.

FCC offers many opportunities for internships, supervised contact hours, practicums, capstone experiences, and apprenticeships specific to students' credit and noncredit programs. FCC students were engaged in various work-based learning (WBL) experiences in 2023-24, including but not limited to 79 students placed in internships with over 150 industry and community partners, 270 students placed in clinicals or practicums in hospitality to health professions, 162 students in teacher education placements, and 51 students enrolled in an apprenticeship program. FCC also incorporates WBL opportunities into programs such as Accountant, Biological Technician, Emergency Manager, Hotel Manager, Restaurant Manager, and through the Mid-Atlantic Center for Emergency Management and Public Safety (MACEM&PS) Professional Services unit. For Programs without formal clinical internship/externships, the Internship and Apprenticeship coordinator provides guidance for WBL openings.

Community Outreach and Impact

FCC's community outreach and impact pivots on mission-critical initiatives that interlace activities directed at local high school students, the county's diverse communities, and the larger service area's employers and key industries. FCC's commitment to Frederick County Public Schools (FCPS) and high school students in general is exemplified by its four pathways for students to earn college credit: the High-School Based, Early College, Open Campus, and Career Pathways programs. Building on past success, FCC trained 22 FCPS Career Coaches as Global Career Development Facilitators to provide career counseling services to students in Frederick County Public Schools in support of the Blueprint for Maryland's Future.

To augment and intensify its contributions to the local service area, FCC encourages its students to participate in community service and has adopted formal policies to actively give back to their community. Community service as club leaders or members allows students to build confidence in their knowledge of the academic discipline, their acquisition of relevant and relatable skills, and to recognize the value of service to the community.

FCC has extensive partnerships with local business and industry partners to provide students with work-based learning (WBL) opportunities. As noted above, FCC offers a variety of WBL experiences, from registered apprenticeships and school to apprenticeship programs to internships, clinical and teaching placements. FCC partners with over 150 community partners in the region. The College had its first completer of the Biological Technician Apprentice program this year and launched a new registered apprenticeship program in Hospitality Management. FCC enjoys a strong relationship with Frederick County Workforces Services Board, the Frederick County Economic Development and Frederick City Economic Development. FCC leaders participated in workforce summits, Livable Frederick strategic planning, and Good Jobs Great Cities initiative. FCC has partnered with the Frederick Office of Agriculture to provide Food Business Entrepreneurial certifications. Further, the Frederick County Emergency Management, Police and Fire, and States Attorney's office have partnered with FCC's Mid-Atlantic Center for Emergency Management and Public Safety to provide student internships and enrich student learning.

To better understand the local workforce needs of its service area, FCC has formed Program Advisory Committees consisting of internal members and external stakeholders engaged in industry for every career and technology program. As of 2023-24, the College managed nineteen Program Advisory Committees following the standards of the Maryland State Department of Education. The Program Advisory Committees convene meetings twice a year to provide input on current programming and community/industry workforce needs. FCC program managers use this input to guide program experiences for students and to broaden contract training for regional companies and organizations on topics identified by employers. From insight gained from employer and industry leaders, FCC also co-convenes the Frederick County Career and Technical Education Advisory Council with FCPS to provide guidance to career & technology program managers and career counselors on the region's workforce needs in high-demand, high-wage occupations.

Through these community outreach efforts, FCC endeavors to create impactful career pathways for the region's youth, college-goers, and lifelong learners to meet the workforce needs of employers and industries that strengthen local communities and the State of Maryland.

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

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
A Fall credit enrollment				
a. Unduplicated headcount	5,756	5,389	5,811	6,796
b. Percent of students enrolled part time	70.1%	71.5%	71.0%	72.6%

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
B First-time credit students with developmental education needs	15.9%	17.6%	22.4%	30.6%
Note: Attending higher education for the first time, excludes high school student attendance				

	FY 2020	FY 2021	FY 2022	FY2023
C Credit students who are first-generation college students (neither parent attended college)	25.8%	25.9%	24.8%	24.8%

	FY 2020	FY 2021	FY 2022	FY2023
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,485	1,233	1,557	2,137

	FY 2020	FY 2021	FY 2022	FY2023
E Credit students receiving financial aid				
a. Receiving any financial aid	29.3%	25.9%	26.5%	25.5%
b. Receiving Pell grants	15.4%	15.0%	15.9%	15.0%

	Fall 2020	Fall 2021	Fall 2022	FY2023
F Students 25 years old or older				
a. Credit students	24.4%	23.2%	20.7%	20.3%

	FY 2020	FY 2021	FY 2022	FY2023
b. Continuing education students	66.8%	70.0%	68.8%	66.7%

	FY 2021	FY 2021	FY 2022	FY2023
G Credit students employed more than 20 hours per week	60.0%	61.0%	68.0%	68.0%

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	13.8%	15.3%	16.1%	16.5%
b. Black/African American only	12.8%	12.6%	13.7%	14.3%
c. American Indian or Alaskan native only	0.2%	0.2%	0.2%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	4.6%	5.3%	5.8%	5.7%
f. White only	59.1%	58.3%	55.9%	54.3%
g. Multiple races	5.6%	5.5%	5.9%	6.9%
h. Foreign/Non-resident alien	3.8%	2.7%	2.4%	2.0%
i. Unknown/Unreported	0.1%	0.1%	0.0%	0.0%

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	27.5%	31.6%	18.6%	16.6%
b. Enrolled in some, but not all, distance education	37.2%	26.4%	35.0%	25.7%
c. Not enrolled in any distance education	35.3%	42.0%	46.4%	57.6%

	FY 2020	FY 2021	FY 2022	FY2023
J Unrestricted revenue by source				
a. Tuition and fees	35.6%	30.9%	28.9%	29.1%
b. State funding	22.8%	21.4%	24.2%	27.3%
c. Local funding	38.5%	38.8%	39.7%	37.5%
d. Other	3.1%	8.9%	7.2%	6.1%

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		FY 2020	FY 2021	FY 2022	FY2023	
K	Expenditures by function					
	a. Instruction	48.9%	49.2%	48.5%	48.3%	
	b. Academic support	2.5%	2.5%	2.4%	2.2%	
	c. Student services	16.1%	13.5%	13.6%	15.1%	
	d. Other	32.5%	34.8%	35.5%	34.4%	

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	13,898	11,209	12,351	14,190	**14,746**
	b. Credit students	8,690	8,017	7,651	8,530	**8,636**
	c. Continuing education students	5,558	3,516	5,046	6,064	**6,836**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time students	51.2%	46.3%	44.9%	42.8%	**52.6%**
	Note: Attending higher education for the first time, excludes high school student attendance					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time students	74.2%	73.8%	75.6%	77.5%	**75.5%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	57.8%	57.5%	52.4%	53.9%	**57.8%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	1,509	1,481	1,837	2,361	**1,660**

		FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	7,820	15,103	11,830	11,142	**6,787**
	b. Continuing education, online	528	650	758	863	**607**
	c. Credit, hybrid	3,430	4,765	5,064	3,704	**3,576**
	d. Continuing education, hybrid	57	480	411	487	**66**

		FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	4,669	4,717	4,717	4,717	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	48.3%	48.0%	47.0%	45.9%	**47.5%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,464	1,138	2,175	2,703	**2,895**
	b. Annual course enrollments	5,720	2,812	4,310	5,944	**6,119**

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		FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,424	704	1,038	1,302	**1,616**
	b. Annual course enrollments	3,167	1,651	1,972	2,603	**3,620**

		FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	26.6%	19.4%	31.5%	44.2%	**25.0%**
	b. At least one ESL educational functioning level	30.8%	51.4%	58.9%	67.7%	**47.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	38.2%	37.1%	42.8%	44.6%	**43.0%**

		FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	25.1%	32.7%	31.8%	32.0%	**34.0%**

		July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	26.8%	28.1%	30.0%	31.9%	**NA**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	17.1%	20.4%	24.0%	21.9%	**23.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	20.0%	18.4%	17.5%	20.4%	**23.0%**

Goal 2: Success

		Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention of first-time students					
	a. All first-time students	55.0%	57.1%	60.8%	62.6%	**62.0%**
	b. Pell grant recipients	56.1%	64.9%	63.3%	65.7%	**62.0%**
	c. Developmental students	44.3%	48.8%	50.0%	45.7%	**62.0%**
	d. College-ready students	59.6%	59.0%	63.6%	64.2%	**62.0%**
	Note: Attending higher education for the first time, excludes high school student attendance					

FREDERICK COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	70.5%	61.4%	59.4%	62.0%	**71.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	86.9%	82.9%	82.2%	81.0%	**90.0%**
b. Developmental completers	76.9%	73.2%	71.5%	61.8%	**75.0%**
c. Developmental non-completers	62.1%	37.7%	48.5%	64.1%	**NA**
d. All students in cohort	80.4%	76.1%	75.2%	76.1%	**80.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	82.9%	81.8%	74.7%	78.6%	**NA**
b. Black/African American only	74.2%	71.8%	77.0%	66.9%	**NA**
c. Asian only	71.2%	N/A	N/A	72.2%	**NA**
d. Hispanic/Latino	79.4%	74.0%	77.9%	77.1%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	82.9%	78.4%	75.4%	73.8%	**86.0%**
b. Developmental completers	60.7%	60.4%	53.6%	53.3%	**58.6%**
c. Developmental non-completers	51.7%	31.1%	38.2%	59.0%	**NA**
d. All students in cohort	70.0%	68.3%	63.9%	68.8%	**70.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	72.4%	74.5%	65.1%	72.3%	**NA**
b. Black/African American only	62.1%	62.2%	61.1%	62.3%	**NA**
c. Asian only	66.1%	N/A	N/A	64.8%	**NA**
d. Hispanic/Latino	69.5%	65.0%	61.5%	61.9%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,007	1,050	931	970	**1,043**
b. Career degrees	202	214	206	194	**NA**
c. Transfer degrees	660	697	600	653	**NA**
d. Certificates	145	139	125	123	**NA**
e. Unduplicated graduates	910	957	844	862	**NA**

FREDERICK COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	87.0%	85.0%	87.7%	88.6%	**87.0%**

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	52.3%	58.6%	55.7%	54.5%	**43.0%**

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing	97.1%	86.0%	87.3%	84.2%	80.0%
Number of Candidates	68	58	79	82	
b. Respiratory Care	71.4%	52.6%	72.2%	100.0%	80.0%
Number of Candidates	14	19	18	6	
c. Physical Therapy				71%	80.0%
				14	

Note: Not reported if <5 candidates in a year

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY2022 Graduates	Benchmark Not Required
24 Graduates employed within one year	82.0%	81.0%	81.0%	80.0%	**NA**

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY2020 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$ 19,200	$ 22,752	$ 20,800	$ 21,532	**NA**
b. Median annualized income three years after graduation	$ 44,968	$ 44,552	$ 51,488	$ 58,128	**NA**

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,905	1,674	2,328	2,454	**2,690**
b. Annual course enrollments	2,671	2,424	2,786	3,170	**4,015**

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,045	953	1,220	1,315	**1,594**
b. Annual course enrollments	1,194	1,350	1,483	1,617	**1,983**

	FY 2020	FY 2021	FY 2022	FY2023	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	742	658	915	1,058	**1,102**
b. Annual course enrollments	886	725	1,155	1,419	**1,526**

Note: NA designates not applicable
    * designates data not available

[Frederick Community College] Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1179		817		226		136	
2	Number attempting fewer than 18 hours over first 2 years	391		233		61		97	
3	Cohort for analysis (Line 1 – Line 2)	788	100.0%	584	100.0%	165	100.0%	39	100.0%
4	Earned Associate degree from this community college	368	46.7%	309	52.9%	53	32.1%	6	15.4%
5	Earned certificate, but no degree, from this community college	6	0.8%	1	0.2%	2	1.2%	3	7.7%
6	Total associate and certificate graduates (Line 4 + Line 5)	374	47.5%	310	53.1%	55	33.3%	9	23.1%
7	Transferred to Maryland two-year/technical college	34	4.3%	21	3.6%	7	4.2%	6	15.4%
8	Transferred to Maryland public four-year college	214	27.2%	189	32.4%	21	12.7%	4	10.3%
9	Transferred to Maryland private four-year college or university	36	4.6%	27	4.6%	8	4.8%	1	2.6%
10	Transferred to out-of-state two-year/technical college	8	1.0%	4	0.7%	3	1.8%	1	2.6%
11	Transferred to out-of-state four-year college or university	125	15.9%	95	16.3%	28	17.0%	2	5.1%
12	Total transfers (sum of Lines 7 - 11)	417	52.9%	336	57.5%	67	40.6%	14	35.9%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	249	31.6%	215	36.8%	34	20.6%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	542	68.8%	431	73.8%	88	53.3%	23	59.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	23	2.9%	17	2.9%	5	3.0%	1	2.6%
16	Successful transition to higher ed (Line 14 + Line 15)	565	71.7%	448	76.7%	93	56.4%	24	61.5%
17	Enrolled at this community college last term of study period	35	4.4%	25	4.3%	9	5.5%	1	2.6%
18	Successful or persisting (Line 16 + Line 17)	600	76.1%	473	81.0%	102	61.8%	25	64.1%

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
National Science Foundation (Division of Undergraduate Education, Directorate for STEM Education)	Advanced Tech Education Program	Building the Cell Therapy and Flow Cytometry Workforce (ATE)	$349,911.00	1-Jul-22	30-Jun-25
National Science Foundation (Division of Undergraduate Education)	S-STEM-Schlr Sci Tech Eng & Math	The Frederick Community College (FCC) STEM Scholars program	$637,097.00	1-Jul-19	30-Jun-25
National Science Foundation (Division of Undergraduate Education)	S-STEM-Schlr Sci Tech Eng & Math	Collaboration Between Community Colleges and a University to Increase Transfer Student Success in STEM (Subaward)	$44,011.00	1-Oct-20	30-Sep-25
US Department of Education	Child Care Access Means Parents in School Program	Child Care Access Means Parents in School Program	$232,252.00	1-Oct-22	30-Sep-26

Garrett College Performance Accountability Report for the Maryland Higher Education Commission (MHEC) August 2024

MISSION

Garrett College provides an accessible, quality, and comprehensive educational experience in a supportive environment to a diverse student population in both traditional and non-traditional settings. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world. The College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life.

INSTITUTIONAL ASSESSMENT

Garrett College (GC) is a small, rural community college located in western Maryland. The College had an unduplicated credit headcount of 913 in FY2024, which is an 18.6% increase from FY2023 and a 7.2% increase from FY20 (pre-Covid-19 pandemic numbers). The effects of Covid-19 are hopefully subsiding; however, we may start to see the effects of elementary school students who were being primed to read during Covid-19 in the next several years. We do see students who were not writing essays in high school and this is reflected in their work. Faculty and tutors make every effort to catch students up and assist in closing the gap of college expectations out of high school graduates versus K-12's requirements to graduate. Colleges are being pressed to justify the value of postsecondary education, especially when comparing it to debt and return on investment, a discussion that should work to the advantage of cost-effective community colleges.

The College's principal service area is Garrett County, Maryland (population 28,423, according to the July 1, 2023 census data, which is a 1% decrease from 2022), but it also draws students from several surrounding counties in West Virginia and Pennsylvania. Although hours enrolled increase by 15.7% in FY23, the mix is skewed as ~54% of the tuition revenue from these credit hours is from in-county tuition – and 50% of the in-county enrollment is from high school dual enrolled (HSDE). High school dual enrolled students accounted for 31.4% of the hours enrolled of in-county student hours. Blueprint predictions project that the hours enrolled of high school students will increase. The College is in the process of implementing multiple strategies to increase out-of-county and out-of-state tuition revenue.

The region as a whole is sparsely populated and economically disadvantaged. Tourism and recreation, agriculture, and forest products are the principal industries. Efforts to diversify the local economy and attract new industries have been only marginally successful, particularly with respect to attracting larger employers, and most of the job growth has been in relatively low-paying service occupations.

Student Characteristics

The College's fall 2023 enrollment included 424 students in degree and certificate programs, 265 dual-enrolled high school students (38% of total headcount), and 11 students with undeclared majors. A little more than half of Garrett College credit students (52.2%) attend full-time. Most of the college's out-of-county and out-of-state students, including athletes, reside in Garrett and Laker Halls as GC is one of two community colleges in the state with on-campus housing. As shown in Table 1 below, Garrett College offered a total of 16 transfer and career degree programs and three certificate programs during the 2023-2024 academic year. GC is awaiting MHEC approval to offer a Health Science Certificate in fall 2023. Graduation and transfer rates for the 2013-2020 cohorts are shown in Table 2 below.

Table 1: Degree & Certificate Programs

Program	Enrollment Fall 2023	Program	Enrollment Fall 2023
Addictions Counseling (A.A.S.)	5	Engineering Transfer (A.S.)	11
Arts & Sciences Transfer (A.A.)	53	General Studies (A.A.)	96
Business Administration (A.A.)	28	General Studies – Allied Health Prof.*	53
Business & Info. Technology (A.A.S.)	38	Nat. Resources & Wildlife Tech. (A.A.S.)	24
Computer Science (A.S.)	17	Outdoor Leadership & Adventure (A.A.S.)	13
Cybersecurity (A.A.S.)	12	Paramedic (Certificate)#	0
Cybersecurity (Certificate)	4	Paramedic Studies (A.A.S.)	7
Early Childhood Ed./Special Ed. (A.A.T.)	1	Professional Technical Studies – Machining (A.A.S.)	3
Elementary Ed./Special Ed. (A.A.T.)	9	Sport Management (A.A.S.)	37
Teacher Education (A.A.)	14		

Allied Health Professions Non-Degree 1+1 Transfer Program to Allegany College of Maryland
#Non-credit program also offered for credit

Table 2: Graduation and Transfer Rates

Cohort	100% Time Graduation Rate	150% Time Graduation Rate	200% Time Graduation Rate	Transfer Rate
2013	12%	25%	27%	32%
2014	22%	32%	35%	31%

2015	18%	28%	29%	34%
2016	14%	24%	26%	31%
2017	16%	27%	29%	33%
2018	18%	28%	31%	23%
2019	23%	32%	34%	22%
2020	23%	32%	TBD	22%
Average	**18.25%**	**28.5%**	**30%**	**28.5%**

While the student body is predominantly white, the College enrolled a non-white population of 14%. That is proportionally much larger than the service area, which is less than 4% non-white. Without HSDE, which has a white population of 96% (as all those students are from Garrett County, the traditional college degree-seeking student non-white percentage is 24%. Fall 2023 coursework offered students corequisite courses instead of developmental courses. There is a supplemental remedial portion for extra assistance, but the students were mainstreamed into heterogenous credit-bearing, college-level classes. The data is currently being analyzed and the model is being evaluated for modifications based on student input. A new turf multi-sport field made it possible for the College to add women's soccer in fall 2023, yielding 17 new, full-time students (most from outside of Garrett County), which played a role in the fall 2023 enrollment increase.

GC employed 20 full-time faculty members as well as a number of adjunct instructors during the 2023-2024 academic year. For the fall 2023 semester, over 50% of the course offerings were taught by full-time faculty.

Institution's Contributions Toward the Goals and Strategies Outlined in the 2022 Maryland State Plan for Higher Education, "2022 State Plan"

Garrett College 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 FY2021-FY2025 Strategic Plan align with the "2022 State Plan" goals of Student Access, Student Success, and Innovation.

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.

ACCESS: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Garrett College's first line of its Mission Statement, "*Garrett College provides an* **accessible**, **quality**, *and comprehensive educational experience in a supportive environment to a diverse student population in both traditional and non-traditional settings*", demonstrates the College's commitment in ensuring equitable access to affordable and quality postsecondary education for all Maryland residents.

Academics and workforce development staff are supporting accessibility through initiatives to enable students to transition between credit and noncredit more seamlessly by implementing new programs, such as the highly successful paramedic program that has both credit and noncredit options. Academics is working with the Garrett County Public Schools to implement degree pathways in accordance with Blueprint goals. The elimination of the developmental program not only removes barriers for students with remedial needs, but provides them with the opportunity to learn in a heterogeneous classroom while getting supplemental and complementary support. The director of financial aid, and financial aid office staff, assist students with submitting their FAFSA at various workshops to ensure they are receiving financial assistance via PELL, Maryland Promise, and the Garrett County Scholarship Program.

SUCCESS: Promote and implement practices and policies that will ensure student success.

Garrett College continually strives to make data-driven decisions with respect to ensuring student success. The Advising and Academic Success Center (AASC) and marketing's graphic designer collaborated to created academic maps (student-friendly program guides for each of GC's credit programs). Each map incorporates pertinent program, advising, transfer, GER, sequencing, and other program information.
https://garrettcollege.libguides.com/AdvisorResources/AcademicMaps

The fall 2022 cohort fall-to-fall retention for college-ready students (Indicator 14d) of 63.4% increased by 4%. The retention for all students (indicator 14a) increased by 1.5% and Pell grant recipients (Indicator 14b) increased by 6.8%; however, developmental students (Indicator 14c) decreased by 4.4% from the fall 2021 cohort.

Of the students in the entering fall 2019 cohort with at least one area of developmental need (Indicator 15), 52.6% completed all recommended developmental course work after four years. The successful-persister rate after four years for developmental completers (Indicator 16b) is 78%, 5% below the benchmark of 83%, but an increase of 11.7% over fall 2018's cohort. Some of this may be attributed to the lingering effects of the COVID-19 pandemic. For the fall 2019 cohort, Garrett's successful-persister rate (Indicator 16a) for college-ready students decreased by 3.2%. The successful-persister rate for developmental non-completers (Indicator 16c) decreased by 12.3% from fall 2018's cohort. This can be attributed to an increase in the number of students who transferred back to their local community college during spring 2020 to spring 2021 (during the height of Covid). A small change results in a bigger percentage change for GC since our cohorts are smaller. This data is one of the reasons GC transitioned to a corequisite

model that offers supplemental and complementary developmental support with an integrated developmental support person participating in the course.

For all students, the successful-persister rate (Indicator16d) was 76.7%, 5.6% above the fall 2018 cohort. The graduation/transfer rate for college-ready students (Indicator 18a) for the fall 2019 cohort was 83.5%, exceeding the fall 2021 benchmark of 80%. The graduation/transfer rate for developmental completers (Indicator 18b) was 75.6%, which was 30.1% above the fall 2018 cohort. The "all students" cohort (Indicator 18d) exceeded fall 2021 benchmark of 69% by 1.0%.

Spring assessment workshops held in May 2024 utilized Watermark's Planning and Self-Study tool. Planning and Self-Study will also be utilized for the development of the FY26-30 Strategic Plan and the 2028 MSCHE self-study.

For FY2023, the College awarded a total of 98 associate degrees: 33 career (A.A.S.) degrees and 64 transfer (A.A., A.A.T., A.S., A.S.E) degrees (Indicators 20a, b, and c).

Foster INNOVATION in all aspects of Maryland higher education to improve access and student success.

Garrett College's transition to a corequisite model in fall 2023 will need to be assessed to determine how it improves student success. Faculty continue to convert textbooks to Open Educational Resources (OERs) to assist with financial access to higher education.

Commission Questions

1. **In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.**

Garrett College has/is implementing several specific initiatives to increase completion rates.
- Academic advising requires all students to meet with an advisor at least once per term, provides specific academic maps, addresses early alerts, and works with students on academic probation. The Advising and Academic Success Center (AASC) expanded application and use of the early alert (warning) system to promote student success. The AASC is unique in that advising remains a mandatory practice, as opposed to optional. The AASC also constantly assesses and reviews their practices to determine how to best meet the needs of students and ensure student success.
- Faculty advisors – who provide advising support to students as they progress through their academic programs – play a key role in completion. They have real career experience/advice that creates a true understanding of the field.
- The math/English redesign to build a corequisite plan focused on student motivation and retention. Co-requisite courses were implemented in fall 2023. Data is currently being assessed. Faculty members are also making some program/course modifications based on student feedback.

- Faculty utilize the recommendations that come out of the academic formal program review process. They are currently evaluating how to enhance writing skills across majors.
- Faculty and staff have been preparing for the Blueprint implementation, which changes the landscape of high school education, potentially leading to earlier college completion.
- Articulation agreements, transfer scholarships, and special transfer programs (West Virginia University and Frostburg State University articulation agreements, FSU associate degree scholarship, WVU in-state tuition program, Regents scholarships) promote program completion as a requirement for the transfer benefits.
- The College redesigned the Electrical Engineering program into a multi-disciplinary engineering transfer program, and developed multiple articulated transfer agreements with nearby West Virginia University.
- Expanded program offerings to include a Health Science Certificate, promoting pre-allied health laddering opportunities that result in a lower-division certificate.
- Increased use of open educational resources and low-cost text books.
- Launched a broad-scale retention strategy - Academic Maps, a dynamic program tool, were developed for all degree programs for use in advising, recruitment, and digital marketing efforts. Maps incorporate advising, transfer, and career notes, identify industry-recognized credentials, communicate low-cost textbook details, and are intended to supplement the program pages of the College Catalog.

Initiatives are monitored, measured, and assessed in Watermark's Taskstream (conversion in place to Planning and Self-Study) via Garrett College's 2021-2025 Strategic Plan Goals. The College's institutional effectiveness framework and process vertically and horizontally link college plans to the GC Mission and Institutional Goals. The Strategic Plan (SP) will fully utilize Watermark's Planning and Self-Study through the use of various plans that will incorporate and integrate the previously separate Divisional/Departmental Effectiveness Plans to create better alignment with the goals of the SP; thus, eliminating redundancy in multiple plans. The Operating Plans will determine specific actions to meet the objective of the Strategic Plan's respective goals and assign actions to the specific division/department/person. This process will create a vertical link directly back to the strategic plan and horizontal alignment with departments that simultaneously need to work together to accomplish the same objectives to ultimately accomplish the goal.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

Garrett College utilizes the PAR metrics and benchmarks for first-year GPA of 2.0 or above at transfer institution and graduate transfers within one year as a means of assessing the success of transfer students. With MHEC's approval of the health science certificate, GC will need to create a different benchmark as this is a unique population of students. IR currently assesses successful graduation at four-year institutions of students that do not graduate GC and transfer to a four-year institution; and GC graduates that transfer to a four-year institution to continue pursuing their bachelor's degree through use the National Student Clearinghouse data.

Articulation agreements assist in making the transfer student successful. GC has a specific agreement with an out-of-state institution in a neighboring county to take all students at in state tuition for majors not available at our nearest in-state four-year institution. The College evaluates and re-signs that agreement on a three-year basis.

3. **In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?**

Garrett College's biggest challenge is funding. We work to establish equity in resources: financial with scholarships, tech with computer labs, access to educational materials with OER use, and even scheduling with tri-modal modality. Tri-modal, also known as Hyflex, allows students to participate in class, online asynchronous, or online synchronous. Cost of attendance is a consistent area of concern among the enrollment management team and the College as a whole. Out-of-state tuition rates combined with residence hall/meal costs are prohibitive for many students. Athletic and institutional scholarships help ameliorate this challenge.

The co-requisite support structure and high school GPA placement indicator contribute to improvements to equity gaps in the area of academic preparedness.

There is minimal cultural diversity in the county. Resource limitations make it challenging to provide relevant and engaging external opportunities to students. This is an area of focus in the upcoming Enrollment Management Framework cycle and Equity, Diversity, and Inclusion (EDI) cycle. It is also hard to disaggregate date on various populations because of low enrollment and lack of self-reported accurate data (i.e. first generation) and personal information (PI) concerns. The EDI Committee sets goals and strategies with identified objectives for each year as part of creating the Cultural Diversity Report for the State.

4. **How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?**

- All AAS degree programs include a field experience (internship) that integrates job search techniques and employability skills into the classroom/lecture portion of the class. The course then provides a field experience in which students are afforded the opportunity to apply the skills and knowledge from the classroom in a real-world setting.
- The work-study program provides student employment opportunities, which research demonstrates increases student career readiness competencies (https://www.naceweb.org/career-readiness/competencies/career-readiness-defined).
- FYE 101/103 instills basic life skills such as time management, stress management, personal finance, goal-setting, resume-writing, etc. NRW 101 also incorporates introductory employability skills.
- Advisors offer industry-specific knowledge and career guidance to students throughout the academic advising process.

- Academic support services (including tutoring) foster improvements to student academic confidence, improve communication skills, promote self-advocacy, and enable personal growth.
- The Dean of Continuing Education and Workforce Development and the Dean of Academic Affairs participate on several advisory boards and industry partnership committees to ensure that Garrett College students are prepared for the workforce, are employable, and have opportunities within respective industries and with local companies.
- Several programs bring in industry guest speakers to provide professional development to students regarding soft skills, industry requirements (i.e. certifications & clearances), and job opportunities.
- Soft skills are embedded in all Workforce Development programs.
- All Allied Health programs, including Vet Assistant, contain a clinical component.
- CEWD offers related instruction for Electrical and HVAC apprenticeships.

5. **Please use the template attached and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success.**

Garrett College does not have any federal grants nor does the College routinely apply because of our capacity. The College has limited resources to manage such grants.

COMMUNITY OUTREACH AND IMPACT

Following is a summary of Garrett College's main contributions to the community, including local employers, schools, businesses, and nonprofit organizations. Garrett College has a landing page specifically for Community and Campus. It can be found at https://www.garrettcollege.edu/community-home.php.

International Students
Garrett College hosted An Evening Abroad during the spring 2024 semester to celebrate its 10 international students. Many people from the community attended the event. The international students also participated in a joint project with Garrett County Public Schools that brings the students into elementary school classrooms. GFWC Civic Club of Oakland also provided support for the events, as did former Garrett College Trustee Vianne Bell and Crellin Elementary School Counselor Tim Watson. Bell, Watson, Crellin Elementary School Principal Dana McCauley and Grantsville Elementary School Principal Tracie Miller are key leaders of the Garret College-Garrett County Public Schools program that brings the College's international students into GCPS elementary school classes.

Beautification
The Mountain Laurel Garden Club, Maryland Forest Service, and Garrett College Facilities Department – aided by more than 40 Laker student athletes – combined to plant 113 shrubs in April 2024 surrounding the College's recently developed turf field. The project came together after the Maryland Urban and Community Forestry Committee awarded a $1,000 tree-planting

grant to the College. Garrett College matched the $1,000 grant, and the Mountain Laurel Garden Club contributed $960 raised at the Native Plant Symposium that took place at Garrett College. The native Western Maryland shrubs – including black chokeberry, red chokeberry, viburnum black haw, buttonbush, winterberry, witch hazel, and New Jersey tea – were planted 28 per row surrounding the turf field.

<u>Multipurpose Turf Field/Potential Athletics Capital Campaign</u>
Garrett College's multipurpose turf field for GC athletic teams supports baseball, softball, and the newly formed women's soccer team (which completed its first season in fall 2023). The college is currently advertising for a men's soccer coach. The new field will offer the opportunity to host a wide variety of youth sports and camps for the community. In the first quarter of Fiscal Year 2024, Garrett College and the Garrett College Foundation hired Charitable Development Consulting to conduct a feasibility study for a potential athletics capital campaign.

Accountability Indicators

Garrett College's Board of Trustees approved data and benchmarks/goals for each indicator and degree progress analysis indicators for the fall 2019 cohort, which are attached in the GC 2024 PAR Template Excel file and Degree Progress file (reference separate tabs for each analysis).

Board of Trustees Approval

This report was approved by the Garrett College Board of Trustees on August 20, 2024.

Garrett College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	208		111		51		46	
2	Number attempting fewer than 18 hours over first 2 years	58		26		10		22	
3	Cohort for analysis (Line 1 – Line 2)	150	100.0%	85	100.0%	41	100.0%	24	100.0%
4	Earned Associate degree from this community college	67	44.7%	53	62.4%	14	34.1%	0	0.0%
5	Earned certificate, but no degree, from this community college	1	0.7%	1	1.2%	0	0.0%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	68	45.3%	54	63.5%	14	34.1%	0	0.0%
7	Transferred to Maryland two-year/technical college	21	14.0%	14	16.5%	5	12.2%	2	8.3%
8	Transferred to Maryland public four-year college	22	14.7%	19	22.4%	3	7.3%	0	0.0%
9	Transferred to Maryland private four-year college or university		0.0%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	8	5.3%	4	4.7%	4	9.8%	0	0.0%
11	Transferred to out-of-state four-year college or university	27	18.0%	14	16.5%	12	29.3%	1	4.2%
12	Total transfers (sum of Lines 7 - 11)	78	52.0%	51	60.0%	24	58.5%	3	12.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	41	27.3%	34	40.0%	7	17.1%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	105	70.0%	71	83.5%	31	75.6%	3	12.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	10	6.7%	8	9.4%	1	2.4%	1	4.2%
16	Successful transition to higher ed (Line 14 + Line 15)	115	76.7%	79	92.9%	32	78.0%	4	16.7%
17	Enrolled at this community college last term of study period	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	115	76.7%	79	92.9%	32	78.0%	4	16.7%

7/2/13

GARRETT COLLEGE
2024 ACCOUNTABILITY REPORT

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

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	626	578	579	701
	b. Percent of students enrolled part time	46%	50%	48.2%	47.8%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	42.6%	29.4%	32.3%	21.0%

		FY 2020	FY 2021	FY 2022	FY 2023
C	Credit students who are first-generation college students (neither parent attended college)	32.9%	28.4%	27.6%	23.1%

		FY 2020	FY 2021	FY 2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	N/A	1*	N/A	1

		FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	85.9%	82.7%	87.8%	88.4%
	b. Receiving Pell grants	38.6%	29.2%	39.7%	43.5%

		FY 2020	FY 2021	FY 2022	FY 2023
F	Students 25 years old or older				
	a. Credit students	9.6%	10.0%	9.7%	10.4%

		FY 2020	FY 2021	FY 2022	FY 2023
	b. Continuing education students	84.7%	84.00%	80.2%	82.1%

		FY 2020	FY 2021	FY 2022	FY 2023
G	Credit students employed more than 20 hours per week	*	*	*	*

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	1.76%	3.29%	3.1%	2.8%
	b. Black/African American only	14.90%	9.69%	9.3%	7.4%
	c. American Indian or Alaskan native only	0.16%	0.52%	0.3%	0.1%
	d. Native Hawaiian or other Pacific Islander only	0.16%	0.00%	0.0%	0.6%
	e. Asian only	0.64%	0.69%	0.5%	0.3%
	f. White only	78.27%	82.35%	81.3%	84.0%
	g. Multiple races	3.00%	1.90%	3.1%	3.0%
	h. Foreign/Non-resident alien	0.47%	0.17%	0.5%	1.4%
	i. Unknown/Unreported	0.80%	1.38%	1.7%	0.4%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	30.0%	20.6%	8.5%	7.6%
	b. Enrolled in some, but not all, distance education	55.0%	56.7%	42.1%	37.9%
	c. Not enrolled in any distance education	15.0%	22.7%	49.4%	54.5%

GARRETT COLLEGE
2024 ACCOUNTABILITY REPORT

		FY 2020*	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source				
	a. Tuition and fees	27.5%	24.0%	22.6%	27.4%
	b. State funding	31.5%	33.0%	34.3%	33.6%
	c. Local funding	37.3%	38.0%	38.5%	35.8%
	d. Other	3.7%	5.0%	4.5%	3.2%

*Modified in 2024 to match MACC DataBook originally calculated with CC4 and used total unrestricted revenue in the denominator

		FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function				
	a. Instruction	29.5%	30.3%	30.6%	28.3%
	b. Academic support	6.5%	6.9%	6.8%	6.7%
	c. Student services	18.1%	17.8%	18.6%	18.5%
	d. Other	45.9%	45.0%	44.0%	46.5%

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	3,654	2811	3191	3425	**5,000**
	b. Credit students	856	797	789	775	**900**
	c. Continuing education students	2,850	2053	2446	2677	**4,100**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	v	80.5%	79.7%	91.7%	**80.0%**

Note: Methodology changed starting in Fall 2019.

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time undergraduates	71.6%	78.6%	37.7%	81.6%	**70%**

Note: Methodology changed starting in Fall 2019.

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	69.2%	80.60%	78.9%	78.4%	**83.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	196	179	198	265	**200**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	1,793	2,969	2362	1681	**1,900**
	b. Continuing education, online	150	405	637	263	**100**
	c. Credit, hybrid	426	140	335	444	**500**
	d. Continuing education, hybrid	0	0	0	3	**NA**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,260	$4,260	$4,260	$4,350	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	44.1%	43.4%	42.4%	42.4%	**48.0%**

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

GARRETT COLLEGE
2024 ACCOUNTABILITY REPORT

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	346	254	365	427	**750**
	b. Annual course enrollments	677	465	667	852	**1500**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	80	50	54	55	**120**
	b. Annual course enrollments	140	80	97	95	**200**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	12.0%	*	*	*	**25.0%**
	b. At least one ESL educational functioning level	*	*	*	*	*

Note: Not reported if < 50 students in the cohort

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	16.3%	16.8%	16.8%	16.8%	**28.0%**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	2.2%	2.5%	2.9%	3.3%	**1.2%**

		July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	3.3%	3.4%	4.0%	2.9%	NA

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	13.6%	8.7%	5.3%	5.3%	**16.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	2.2%	0%	0.0%	0.0%	**8.0%**

Goal 2: Success

		Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	55.0%	45.9%	53.6%	55.1%	**60.0%**
	b. Pell grant recipients	50.0%	35.4%	45.0%	51.8%	**57%**
	c. Developmental students	52.0%	37.5%	42.6%	38.2%	**60%**
	d. College-ready students	74.8%	52.4%	59.3%	63.4%	**75%**

GARRETT COLLEGE
2024 ACCOUNTABILITY REPORT

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	66.7%	58.5%	52.3%	52.6%	**70.0%**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	97.9%	91.7%	88.5%	92.9%	**97.0%**
	b. Developmental completers	69.6%	83.3%	67.3%	78.0%	**83.0%**
	c. Developmental non-completers	34.3%	27.3%	29.0%	16.7%	**NA**
	d. All students in cohort	70.3%	77.9%	71.1%	76.7%	**80.0%**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	76.0%	82.2%	76.5%	86.4%	NA
	b. Black/African American only	64.7%	66.7%	53.3%	55.0%	NA
	c. Asian only	*	*	*	*	NA
	d. Hispanic/Latino	*	*	*	*	NA

Note: Garrett College had less then 50 for 17b

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	87.5%	83.30%	86.2%	83.5%	**80.0%**
	b. Developmental completers	63.4%	70.20%	45.5%	75.6%	**70.0%**
	c. Developmental non-completers	34.3%	27.30%	25.8%	12.5%	**NA**
	d. All students in cohort	64.1%	68.20%	62.4%	70.0%	**69.0%**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	65.3%	72.9%	71.3%	78.6%	NA
	b. Black/African American only	63.2%	60.0%	42.2%	52.5%	NA
	c. Asian only	*	*	*	*	NA
	d. Hispanic/Latino	*	*	*	*	NA

Note: Not reported if < 50 students in the cohort for analysis

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	95	110	110	98	**135**
	b. Career degrees	23	43	37	33	**NA**
	c. Transfer degrees	71	65	67	64	**NA**
	d. Certificates	1	2	6	1	**NA**
	e. Unduplicated graduates	95	110	110	96	**NA**

GARRETT COLLEGE
2024 ACCOUNTABILITY REPORT

		AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	83.7%	78.60%	96.0%	82.8%	**85.0%**

		FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	63.1%	65.70%	64.6%	56.7%	**65.0%**

Goal 3: Innovation

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. Program Name				NA	
	Number of Candidates					
	b. Program name					
	Number of Candidates					
	c. Program Name					
	Number of Candidates					
	d. Program Name					
	Number of Candidates					
	e. Program Name					
	Number of Candidates					
	f. Program Name					
	Number of Candidates					
	g. Program Name					
	Number of Candidates					
	h. Program Name					
	Number of Candidates					
	Note: Not reported if <5 candidates in a year					

		FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24	Graduates employed within one year	81.0%	70.0%	75.0%	80.0%	**NA**

		FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$10,292	$8,724	$7,316	$11,472	**NA**
	b. Median annualized income three years after graduation	$29,796	$26,820	$27,944	$33,744	**NA**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	2,557	1,866	2,174	2,333	**4000**
	b. Annual course enrollments	5,822	3,626	4,832	5,378	**8800**

GARRETT COLLEGE
2024 ACCOUNTABILITY REPORT

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	481	628	657	581	**1000**
	b. Annual course enrollments	586	842	904	972	**2000**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,784	1,108	1327	1373	**3000**
	b. Annual course enrollments	4,673	2,268	3486	3924	**7000**

Note: NA designates not applicable

    * designates data not available

HAGERSTOWN COMMUNITY COLLEGE

I. MISSION

HCC ensures equitable access to affordable, high-quality educational programs, while fostering workforce development and cultural vitality in the region.

II. INSTITUTIONAL ASSESSMENT

State Plan Goal 1- Access

Aligned with HCC's mission to provide high-quality, accessible education, the college is dedicated to advancing the goals outlined in Maryland's State Plan for Higher Education: improving access to education, fostering student success, and driving innovation. Through the implementation of the Blueprint for Maryland's Future, HCC has prioritized access by increasing its partnership with local high schools and offering more dual credit opportunities to a broader range of students. This initiative not only promotes student access and success but also aligns with Maryland's overarching goal of creating a more inclusive and innovative higher education system. By providing early access to college-level coursework, HCC is helping to shape a future-ready workforce.

HCC's current strategic plan begins with a commitment to enrollment. HCC is committed to providing equitable and accessible opportunities for affordable, top-notch postsecondary educational and training options within its service region. Affordability is key when discussing access to higher education. In Fiscal Year 2023, the tuition and fees for a full-time HCC credit student amounted to only 42 percent of the cost of attending Maryland public four-year institutions (as indicated by Indicator 7, exceeding the benchmark). During that same year, 65 percent of credit students received financial assistance (as shown in Indicator E a.), with over a third being recipients of Pell grants (as per Indicator E b.). The college also continues to invest in scholarship programs that support students pursuing Workforce Solutions Training Certificates, such as the Workforce Development Sequence Scholarship for Continuing Education. This state scholarship is specifically tailored for Continuing Education students who are enrolled in certificate programs geared towards building careers in the workforce.

Significant enrollment growth was not anticipated for HCC in Fiscal Year 2023. Credit enrollment remained fairly flat (Indicator 1 b) while enrollment in continuing education increased by just under 10% (Indicator 1 c). Starting in Fall 2024, the college anticipated a sharp increase in credit enrollment with the expansion of the dual enrollment program. During this time, credit headcount (Indicator A a) increased by 55.7 percent compared to the previous year. High school student enrollment well exceeded the FY25 benchmark (Indicator 5).

Starting before the pandemic, HCC has worked to reevaluate and reshape its approach to education delivery. This has become a strategic part of the College's commitment to expanding student access. The disruption of COVID showed that HCC is capable of

offering the flexibility the students look for when scheduling their courses (Indicators I, 6). In recent years, the College has been strategically increasing its offerings of online and hybrid courses to enhance accessibility and better align with workforce demands. HCC has exceeded the FY25 benchmark in terms of offerings. This shift aimed to limit barriers such as location, class schedules, transportation, and time constraints. HCC continues to offer a number of degrees and certificates at least partially online, several of which can be completed entirely online. HCC's dedication to improving online instruction quality remains steadfast. The usage of design tools such as SoftChalk and Adobe Captivate has been expanded to build accessible and interactive content for both credit and non-credit courses. The College also continues to expand the adoption of Quality Matters (QM), a faculty-centered, peer review process designed to certify the quality of online and blended courses and online components.

Diversity and inclusion stand among the core values at HCC, and the institution takes its role as a community leader seriously when it comes to its commitment to recruiting a diverse student and employee body. Based on recent census data and population estimates from the Census Bureau, Washington County has continued to become more racially and ethnically diverse over the last decade. Minority groups currently comprise about 25 percent of the county population, while the College's minority credit students accounted for 35 percent of all credit enrollments in Fall 2023 (Indicator H). Individuals who identified as Black and those who identify as Hispanic comprised the largest minority groups and accounted for 11.6 percent each of Fall 2023 enrollment. In fall 2023, HCC exceeded the FY25 benchmark for nonwhite enrollment (Indicator 11 a, b).

HCC has adopted a range of programs and initiatives aimed at attracting, retaining, and supporting a diverse student body. Among these initiatives are several key programs designed to offer crucial services to at-risk students, ensuring they receive the support needed to successfully progress through their studies and attain their educational goals. Additional support for student diversity and inclusion is also evidenced by the range of extracurricular student clubs and organizations offered through the Student Activities Office. The Diversity and Inclusion Committee is charged with providing strategic guidance on college diversity and inclusion issues.

One of the College's priorities has been to address the shortage of role models for its increasingly diverse student body. The challenge to recruit full-time faculty and administrators from minority groups to provide positive role models and to help create a culturally diverse environment is ongoing. As of Fall 2023, 8 percent of all full-time faculty (Indicator 12) were minorities, a small increase from Fall 2022. The percentage of minorities classified as administrative and professional staff (13.5%, Indicator 13) also increased in comparison to fall 2022 (10.7 percent). The benchmark for Indicator 13 was exceeded in Fall 2023. To foster an inclusive work environment, the Human Resources department sponsors training on discrimination and harassment for all employees, ensuring that steps are taken to create a more welcoming and equitable workplace.

State Plan Goal 2 - Success

HCC is committed to ensuring that students not only enroll but also succeed in their academic journeys. HCC remains dedicated to the enhancement and refinement of support systems to improve program quality and elevate student satisfaction and success. HCC has formulated strategies aimed at bolstering retention in programs with low retention and completion rates, as well as improving selected student service offerings. While the pandemic posed multifaceted challenges for students, the successful-persister rate after four years (Indicator 17) for the Black students increased from 59.3 percent for the Fall 2018 cohort to 75.4 percent for the Fall 2019 cohort. These students trailed the rate for White students in the cohort by less than 2 percent. The graduation-transfer rates for the cohorts were higher for Black students (66.2%) (Indicator 19) than for White students (62.7%).

HCC awarded 757 degrees in FY 23 (Indicator 20); a small decrease from the 763 awarded in FY 22, as the enrollment declines that began almost a decade ago have continued to have a correlating effect on overall completion numbers.

Amid the pandemic, HCC students in Health Science programs encountered significant challenges and, like their peers at institutions worldwide, appeared to struggle. Fortunately, HCC students appear to be rebounding from that experience. Pass rates for licensure/certification exams (Indicator 23) have increased over the prior year. First-time passing rates on licensure/certification examinations for Practical Nursing increased from 92.6 percent in FY22 to 100% in FY23. The pass rate for HCC's associate degree nursing program also increased from 90 percent to 93.1 percent. The percentage of radiography graduates passing the registry examination experienced an increase from 85 percent to 86.4 percent.

HCC continues to see strong retention rates. The Fall-to-Fall retention rate of college-ready students for the Fall 2022 cohort was 66.1 percent, which was an increase from the previous year. The retention of Pell grant recipient students increased from 54.3 percent to 60.4 percent (Indicator 14). This HCC cohort exceeded the benchmark for retention of all students and Pell grant recipients.

HCC continues to monitor and assess significant structural changes designed to improve developmental student retention and completion. Several years ago, all developmental levels across English, English as a Second Language (ESL), and math were standardized. All math and English developmental courses were also restructured. For example, Developmental English now consists of one level rather than three. English as a Second Language courses offered through HCC's adult literacy services also serve as a bridge from non-credit to credit English courses once successfully completed.

The curriculum was revamped in response to the recognition that developmental coursework presented a barrier for students aspiring to complete degree or certificate programs. The revised curriculum should enable students to progress quickly but also prepare them to successfully transition to credit-level courses. Notably, the developmental completion percentages after four years for the Fall 2019 cohort increased

significantly (69.7%) compared with the prior year (51.4%) (Indicator 15). HCC remains committed to closely monitoring the outcomes of these initiatives.

Consistent with student success literature, success levels of developmental completers and college-ready students exceed those of developmental non-completers. The successful-persister rate (Indicator 16), of the 2019 cohort after four years for college-ready students (81 percent) and developmental completers (70.7 percent) is higher than that of developmental non-completers (25 percent). The same is true of graduation/transfer rates (Indicator 18).

Graduates of HCC's career programs experience notable income growth within a few years of completing their studies (Indicator 25). The median annualized income for students one year prior to graduation is significantly lower ($20,284) compared to their earnings three years post-graduation ($58,484), reflecting the strong impact of HCC's programs on workforce readiness and career advancement. This increase highlights the value of HCC's career-focused education in enhancing graduates' earning potential and long-term financial stability.

State Plan Goal 3 - Innovation

With the implementation of the Blueprint for Maryland's Future, HCC and Washington County Public Schools took an innovative approach by providing broader access to students when compared with other institutions in the state. HCC's dual credit program incorporates blended learning models and online coursework, allowing high school students to access college-level education in flexible ways. These innovations have not only improved accessibility but also prepare students for the evolving demands of the workforce.

HCC recognizes its vital role within the community and is committed to actively collaborating with both new and established partners in government, economic development, education, and business to develop and sustain the regional workforce pipeline to advance the vitality of the college and the region. As a major partner in the economic and workforce development of the region, HCC educates and trains a significant portion of the regional workforce through both credit and noncredit experiences. To respond to and anticipate employer needs, local and state employment trends are studied via environmental scanning and input by advisory committees. HCC career programs have advisory committees, which include industry/business leaders who review program curriculum, provide information regarding employment/hiring trends and changes in the field, and provide input into curriculum development/revision.

HCC is continuing to shape its array of credit-free course and program offerings to serve new demands for content as well as instructional delivery preferences.   Workforce development, certifications and licensures, and contract training are administered through the Workforce Solutions and Continuing Education unit. FY-23 unduplicated annual enrollment in contract training (Indicator 28) increased compared to FY-22. Both annual unduplicated headcount and enrollment in continuing education workforce development courses saw associated increases as well (Indicator 26).

There are a number of recent examples of innovation within academic affairs at HCC. HCC faculty have been busy working on ways to strategically incorporate artificial intelligence (AI) tools into their coursework. To support this effort, the Teaching and Learning Committee incorporated AI usage expectations into the college's Code of Conduct policy. With a rise in contract cheating and plagiarism, faculty members have implemented tools that improve academic integrity. An external guest speaker visited campus to share current research on AI technology.

Credit classes continue to move away from using traditional textbooks by incorporating digital textbooks directly within virtual classrooms. Over 46% of online and hybrid courses are using e-text and online courseware in the current Fall '24 semester. This allows students to receive access to the course materials on the first day of class. The overall cost of student learning materials has been reduced and can be covered by financial aid.

In terms of continuous academic innovation, HCC's Distance Learning department has utilized funding from the Title III grant to expand the college's "Master Classroom" course improvement initiative. The process of developing these templates involves revamping course design, setting baseline accessibility requirements, and promoting a more consistent experience for our students. Over the last year there has been a significant uptake in faculty support, and the college currently has over 50 approved master templates which were all guided by Quality Matters (QM) standards. Many of the pre-approved Master templates have gone on to receive official certification by QM, which is currently held as the international standard for quality assurance in online and blended learning.

Commission Prompts:

Commission Question #1: In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

HCC has launched a comprehensive range of initiatives to enhance student completion rates, understanding that a multi-faceted strategy is crucial for fostering student success. These efforts have yielded promising results across a diverse student body.

In October 2022, HCC was awarded a Title III grant aimed at boosting student retention and engagement. A key component of this grant involves the implementation of an early alert system to identify students who are struggling academically or facing personal challenges. This proactive approach enables timely interventions and targeted support, which are instrumental in increasing retention rates.

Additionally, HCC has revamped its remediation programs to better support students. By allowing learners to enroll in developmental courses alongside college-level classes with added assistance, the college has accelerated their academic progress and enhanced their likelihood of program completion.

Following a successful fundraising campaign, HCC expanded its scholarship offerings to mitigate financial barriers that impede student completion. These scholarships have made higher education more accessible, enabling more students to focus on their studies without the burden of financial stress.

HCC has also strengthened its advising services to help students define their academic and professional goals and develop clear plans to achieve them. Effective advising ensures that students receive personalized guidance, which is essential for their academic and career trajectories.

While it is challenging to attribute improvements to individual initiatives alone, HCC has observed promising results in recent years. HCC remains committed to continuously evaluating the effectiveness of these initiatives and making necessary adjustments. Dedication to ongoing improvement ensures that all students have the support and resources they need to achieve their educational and career aspirations.

Commission Question #2: Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

HCC is focused on supporting the success of its transfer students and has established goals to enhance their academic and career pathways. The college aims to increase the number of students transferring to four-year institutions and ensure they are well-prepared to complete their bachelor's degrees. Through strategic partnerships and articulation agreements, HCC has developed efficient transfer pathways that minimize credit loss and provide a smooth transition for students. Comprehensive advising and support services help students navigate the transfer process and make informed decisions about their academic and career goals, with input from faculty and professional advisors to align curriculum and course equivalencies with partner institutions.

HCC tracks its progress through metrics such as transfer rates and bachelor's degree completion rates. Data analysis and feedback from students further helps refine transfer support services. The college has implemented initiatives including formal articulation agreements, personalized advising, and transfer-focused events to connect students with representatives from four-year institutions. Additionally, scholarships help students planning to transfer.

Commission Question #3: In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

While HCC has made strides in improving access for underrepresented students, some disparities in retention and graduation rates persist, particularly for students of color and those from low-income backgrounds (Indicator 14). These gaps reflect broader systemic inequities, as many students arrive at HCC with academic preparation deficits rooted in challenges within the K-12 system. These gaps can make college-level coursework more difficult and increase the risk of dropping out.

Although HCC provides robust financial support, the cost of tuition, books, and other expenses remains a barrier for students, particularly those from low-income families. Even with financial aid, students often face the challenge of balancing work, family responsibilities, and academic commitments, which can further hinder their success.

A sense of belonging is critical for student retention and success. However, students from marginalized groups may feel isolated or disconnected from the campus community, leading to disengagement and, ultimately, higher attrition rates.

To tackle these challenges, HCC has implemented a comprehensive, multi-pronged approach. The college offers targeted scholarships and grants for low-income students, along with emergency aid for urgent needs like housing, food, and transportation. Additionally, HCC is in the early stages of utilizing data analytics to identify at-risk students and provide proactive interventions. The college is also closely monitoring the effectiveness of its support programs to ensure they are delivering the intended impact.

While these initiatives show promise, HCC recognizes that closing equity gaps is an ongoing effort requiring sustained institutional commitment and community collaboration. The college remains dedicated to ensuring that all students, regardless of their background or circumstances, have the support they need to succeed.

Commission Question #4: How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

HCC is focused on ensuring that graduates leave with the skills and knowledge necessary to thrive in the workforce. The college offers a range of opportunities that align with industry needs, preparing students for successful careers. HCC connects students with internships and practicum experiences across various fields, providing hands-on experience and valuable networking opportunities. In programs like nursing and allied health, HCC partners with local healthcare providers to offer clinical and practicum experiences, helping students bridge the gap between classroom theory and practical application.

Industry partnerships are integral to HCC's approach to career readiness. The college's career programs are supported by advisory boards made up of industry experts who guide curriculum development and ensure alignment with emerging workforce trends. HCC partners with local employers to offer customized training programs, job fairs, and networking events, creating valuable connections for students. Additionally, the college collaborates with regional workforce development organizations to tailor programs to meet local economic needs, establishing clear career pathways for students.

Commission Question #5: Please use the template attached and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success.

HCC has a proven track record of securing supplemental funding from a diverse range of sources, including private, local, state, and federal funders. A number of these grants and sponsored programs significantly enhance the college's ability to provide quality services and instruction to students, develop new programs and resources, and enhance student success (see attached).

III. COMMUNITY OUTREACH AND IMPACT

HCC has provided quality training and education to the residents of Washington County and the surrounding communities since its inception in 1946. Since that time, the College has strived to be a full partner in the social and economic development of the region. In the most recent strategic plan, the College identified six commitments that guide the priorities of our work for the next three years. Partnerships and Community are two key components among those six priorities.

Partnerships are essential to enrollment and student success at HCC. HCC's efforts to attract and retain local high school students and graduates continue to be a high priority moving forward. Despite challenges with engaging with the high schools during COVID, HCC remained the college of choice for recent, college-bound high school graduates (Indicator 4). HCC continues to expand its marketing, recruitment, and programming efforts in an attempt to attain greater penetration into the traditional college-age (25 years or younger) population. At the same time, the College has been actively broadening opportunities for students beyond HCC through a variety of valuable articulation agreements.

HCC remains steadfast in its commitment to advancing Maryland's state plan for higher education. Efforts to increase access, support student success, and foster innovation have been met with encouraging results, particularly through the expanded dual credit program. The college community is excited to build on these successes and continue shaping the educational landscape of the community.

While HCC has achieved significant success, challenges remain, particularly in terms of securing sustainable funding for supporting and continuing to grow the dual credit offerings while meeting the needs of an increasingly diverse student body. These challenges also present opportunities for innovation and collaboration. Moving forward, HCC will continue to explore partnerships to enhance student success and career readiness.

Hagerstown Community College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	741		470		189		82	
2	Number attempting fewer than 18 hours over first 2 years	229		107		56		66	
3	Cohort for analysis (Line 1 – Line 2)	512	100.0%	363	100.0%	133	100.0%	16	100.0%
4	Earned Associate degree from this community college	208	40.6%	171	47.1%	37	27.8%	0	0.0%
5	Earned certificate, but no degree, from this community college	18	3.5%	10	2.8%	7	5.3%	1	6.3%
6	Total associate and certificate graduates (Line 4 + Line 5)	226	44.1%	181	49.9%	44	33.1%	1	6.3%
7	Transferred to Maryland two-year/technical college	21	4.1%	13	3.6%	7	5.3%	1	6.3%
8	Transferred to Maryland public four-year college	84	16.4%	69	19.0%	15	11.3%	0	0.0%
9	Transferred to Maryland private four-year college or university	4	0.8%	2	0.6%	2	1.5%	0	0.0%
10	Transferred to out-of-state two-year/technical college	16	3.1%	11	3.0%	4	3.0%	1	6.3%
11	Transferred to out-of-state four-year college or university	87	17.0%	72	19.8%	15	11.3%	0	0.0%
12	Total transfers (sum of Lines 7 - 11)	212	41.4%	167	46.0%	43	32.3%	2	12.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	120	23.4%	102	28.1%	18	13.5%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	318	62.1%	246	67.8%	69	51.9%	3	18.8%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	65	12.7%	41	11.3%	23	17.3%	1	6.3%
16	Successful transition to higher ed (Line 14 + Line 15)	383	74.8%	287	79.1%	92	69.2%	4	25.0%
17	Enrolled at this community college last term of study period	9	1.8%	7	1.9%	2	1.5%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	392	76.6%	294	81.0%	94	70.7%	4	25.0%

7/2/13

HAGERSTOWN COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

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

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	3,433	3,533	3,496	5,444
	b. Percent of students enrolled part time	65.2%	67.8%	67.7%	74.3%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	23.8%	34.8%	31.2%	39.3%

		FY 2020	FY 2021	FY 2022	FY 2023
C	Credit students who are first-generation college students (neither parent attended college)	43.8%	41.8%	38.7%	35.7%

		FY 2020	FY 2021	FY 2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	288	157	293	482

		FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	69.1%	72.5%	95.8%	65.0%
	b. Receiving Pell grants	36.2%	37.8%	37.2%	35.4%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older				
	a. Credit students	26.6%	26.8%	28.3%	17.0%

		FY 2020	FY 2021	FY 2022	FY 2023
	b. Continuing education students	73.8%	70.3%	71.5%	71.0%

		FY 2020	FY 2021	FY 2022	FY 2023
G	Credit students employed more than 20 hours per week	*	*	*	*

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	8.0%	9.2%	10.1%	11.6%
	b. Black/African American only	10.9%	11.0%	10.9%	11.6%
	c. American Indian or Alaskan native only	0.3%	0.2%	0.1%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	2.4%	2.8%	2.4%	2.8%
	f. White only	69.8%	68.1%	66.4%	59.6%
	g. Multiple races	5.2%	5.4%	5.8%	8.9%
	h. Foreign/Non-resident alien	0.7%	0.6%	0.4%	0.4%
	i. Unknown/Unreported	2.6%	2.6%	3.8%	4.9%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	57.9%	27%	26%	16%
	b. Enrolled in some, but not all, distance education	29.3%	39%	31%	23%
	c. Not enrolled in any distance education	12.8%	34%	43%	61%

HAGERSTOWN COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

		FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source				
	a. Tuition and fees	42.0%	38.3%	37.3%	34.8%
	b. State funding	27.0%	26.1%	30.4%	38.0%
	c. Local funding	29.0%	27.6%	26.9%	24.3%
	d. Other	2.0%	8.0%	5.3%	3.0%

		FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function				
	a. Instruction	40.3%	40.9%	39.2%	37.6%
	b. Academic support	9.3%	9.8%	9.9%	9.5%
	c. Student services	12.5%	11.6%	12.1%	12.4%
	d. Other	37.9%	37.7%	38.8%	40.5%

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	10,692	9,039	10,474	10,994	**13,750**
	b. Credit students	5,401	4,997	4,871	4,807	**6,500**
	c. Continuing education students	5,709	4,508	6,027	6,590	**8,500**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	61.3%	64.7%	71.2%	64.4%	**68.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time undergraduates	78.8%	80.4%	79.6%	89.0%	**85.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
4	Market share of recent, college-bound high school graduates	73.6%	69.9%	71.0%	74.1%	**80.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	743	803	735	2580	**850**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	7,986	18,488	11,849	9,555	**7,500**
	b. Continuing education, online	1,038	1,755	1,675	1,846	**700**
	c. Credit, hybrid	1,252	937	1,183	1,430	**1,750**
	d. Continuing education, hybrid	40	40	106	468	**30**

		FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$139	$139	$144	$144	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	42.5%	42.3%	43.0%	42.1%	**44.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

HAGERSTOWN COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,344	786	1,371	1,598	**2,000**
	b. Annual course enrollments	1,979	1,191	2,243	2,409	**3,000**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	915	556	671	835	**1,500**
	b. Annual course enrollments	1,794	1,063	1,279	1,594	**2,750**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	10.4%	19.8%	15.5%	15.7%	**25.0%**
	b. At least one ESL educational functioning level	21.1%	11.8%	27.3%	19.2%	**40.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	26.8%	29.7%	29.4%	35.1%	**30.0%**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	32.8%	31.7%	29.3%	35.3%	**35.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	21.0%	21.9%	22.9%	24.5%	**NA**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	9.5%	8.3%	6.7%	8.0%	**10.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	8.5%	10.4%	10.7%	13.5%	**10.0%**

Goal 2: Success

		Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	53.7%	46.0%	58.0%	61.8%	**60.0%**
	b. Pell grant recipients	48.6%	47.2%	54.3%	60.4%	**55.0%**
	c. Developmental students	47.5%	44.2%	54.4%	54.2%	**55.0%**
	d. College-ready students	56.1%	46.1%	60.4%	66.1%	**70.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	55.0%	54.2%	51.4%	69.7%	**60.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	84.5%	87.6%	82.1%	81.0%	**92.0%**
b. Developmental completers	88.0%	85.8%	71.2%	70.7%	**90.0%**
c. Developmental non-completers	46.8%	60.9%	25.5%	25.0%	**NA**
d. All students in cohort	73.4%	83.1%	68.2%	76.6%	**80.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	75.4%	84.9%	70.5%	76.7%	**NA**
b. Black/African American only	68.0%	75.0%	59.3%	75.4%	**NA**
c. Asian only	*	*	*	*	**NA**
d. Hispanic/Latino	*	*	*	*	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	76.7%	74.6%	70.1%	67.8%	**80.0%**
b. Developmental completers	71.8%	62.5%	50.0%	51.9%	**65.0%**
c. Developmental non-completers	34.5%	37.7%	21.3%	18.8%	**NA**
d. All students in cohort	60.1%	63.9%	53.5%	62.1%	**65.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	61.7%	68.1%	55.0%	62.7%	**NA**
b. Black/African American only	58.0%	48.2%	47.5%	66.2%	**NA**
c. Asian only	*	*	*	*	**NA**
d. Hispanic/Latino	*	*	*	*	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	785	775	763	757	**900**
b. Career degrees	220	216	199	188	**NA**
c. Transfer degrees	407	383	406	382	**NA**
d. Certificates	158	176	158	187	**NA**
e. Unduplicated graduates	708	748	714	717	**NA**

		AY 19-20	AY 20-21	AY 21-22	AY 22-23	**Benchmark AY 2024-25**
21	First-year GPA of 2.0 or above at transfer institution	90.0%	86.2%	90.4%	88.5%	**90.0%**

		FY 2019 Graduates	**FY 2020 Graduates**	**FY 2021 Graduates**	**FY 2022 Graduates**	**Benchmark FY 2024 Graduates**
22	Graduate transfers within one year	56.6%	67.6%	61.6%	59.1%	**65.0%**

Goal 3: Innovation

		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**Benchmark FY 2025**
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. NCLEX for Registered Nurses	95.6%	85.7%	90.0%	93.1%	**99.0%**
	Number of Candidates	68	77	80	58	
	b. Cert. Exam Amer. Registry of Rad. Tech.	85.0%	100.0%	85.0%	86.4%	**100.0%**
	Number of Candidates	20	21	20	22	
	c. NCLEX for Licensed Practical Nurses	100.0%	100.0%	92.6%	100.0%	**100.0%**
	Number of Candidates	19	26	27	18	
	Note: Not reported if <5 candidates in a year					

		FY 2019 Graduates	**FY 2020 Graduates**	**FY 2021 Graduates**	**FY 2022 Graduates**	**Benchmark Not Required**
24	Graduates employed within one year	74.0%	75.0%	83.0%	75.0%	**NA**

		FY 2017 Graduates	**FY 2018 Graduates**	**FY 2019 Graduates**	**FY 2020 Graduates**	**Benchmark Not Required**
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$17,716	$20,168	$18,220	$20,284	**NA**
	b. Median annualized income three years after graduation	$45,592	$44,816	$47,828	$58,484	**NA**

		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**Benchmark FY 2025**
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	3,654	3,166	4,023	4,185	**4,500**
	b. Annual course enrollments	5,373	5,123	6,229	6,404	**6,500**

		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**Benchmark FY 2025**
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	1,628	1,323	1,552	1,423	**2,700**
	b. Annual course enrollments	2,342	2,764	2,833	2,812	**4,000**

		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**Benchmark FY 2025**
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,451	592	1,694	1,766	**2,000**
	b. Annual course enrollments	2,046	1,054	2,831	2,810	**2,500**

Note: NA designates not applicable

* designates data not available

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
US Department of Education	TRIO Student Support Services	Access and Success: Hagerstown Community College's Student Support Services Project	$ 1,309,435	9/1/2020	8/30/2025
National Science Foundation - Shippensburg University	Noyce Scholars Grant	Turning the Tide: Teaching Math in High-Need Schools	$ 96,340	3/15/2022	2/28/2027
US Department of Education	TRIO Upward Bound	Access and Success: Hagerstown Community College's Upward Bound Project	$ 1,487,995	9/1/2022	8/30/2027
US Department of Education	Title III Strengthening Institutions	Guided Pathways Approach to Student Success	$ 2,249,894	10/1/2022	9/30/2027
US Department of Education	Child Care Access Means Parents in School	Child Care Access Means Parents in School	$ 490,116	10/1/2022	9/30/2026

2024 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT
HARFORD COMMUNITY COLLEGE

1. Mission

During the 2023-2024 academic year, Harford Community College (HCC) adopted a new mission statement and the Board of Trustees approved a new Strategic Plan through 2030 in June 2024, and effective in July 2024.

HCC's mission is: Harford Community College provides relevant, accessible education, training and cultural enrichment, connecting individual's opportunities in an evolving world.

HCC's Vision is: Harford Community College is a regional leader in education and workforce development, offering transformative programs that drive individual growth and shared prosperity.

2. Institutional Assessment

Access Indicators

The data show that HCC has made progress on a number of Access indicators. Of the twenty-two benchmarked Access Indicators HCC met or exceeded eleven (up from six the prior year) of the 2025 benchmarks in the current reporting year cycle. These eleven include:

Access Indicators Meeting Benchmarks in Current Reporting Cycle		
Access Indicator	Benchmark	Current
Indicator 3: Market share of part-time undergraduates	70.0%	71.5%
Indicator 5: High school student enrollment	950	1,315
Indicator 6a: annual enrollment in online credit courses	10,500	12,649
Indicator 6b: annual enrollment in online continuing education courses	350	739
Indicator 7b: percent of tuition/fees at MD public four-year institutions	50.0%	49.1%
Indicator 8a: Enrollment in continuing education community service and lifelong learning courses: Unduplicated annual headcounts	3,500	3,987
Indicator 10a: adult education student achievement of a least one ABE functioning level	20.0%	26.7%
Indicator 10b: Adult education student achievement of at least once ESL functioning level	20.0%	31.5%
Indicator 11a: percent nonwhite credit enrollment	30.0%	34.8%
Indicator 11b: percent nonwhite continuing education	22.0%	22.6%

enrollment		
Indicator 13: Percent minorities (nonwhite) of full-time administrative and professional staff	20.0%	21.1%

An additional eight indicators either improved or remained level. They include the following indicators.

Access Indicators Improving in Current Reporting Cycle		
Access Indicator	Benchmark	Current
Indicator 1a: Annual unduplicated headcount: Total (credit and noncredit)	16,000	13,449
Indicator 1c: Annual unduplicated headcount: noncredit students	9,000	7,494
Indicator 2: Market share of first-time, full-time freshmen	56.0%	46.0%
Indicator 4: Market share of recent, college-bound HS graduates	65.0%	56.9%
Indicator 6d: Enrollment in hybrid continuing education courses	200	0
Indicator 8b: Enrollment in continuing education community service and lifelong learning courses: annual course enrollments	8,000	7,487
Indicator 9a. Enrollment in continuing education basic skills and literacy courses: Unduplicated annual headcount	850	497
Indicator 9b. Enrollment in continuing education basic skills and literacy courses: annual course enrollments	2,500	1,094

The three remaining Access Indicators had decreased scores since the prior year. Headcount enrollment decreased for the reporting year but has since improved. Hybrid course delivery has continued to decrease as students have shown a preference for either entirely online or entirely face-to-face courses. Indicator twelve, percent non-white full-time faculty very slightly decreased and is a fraction of percentage point below the benchmark.

Access Indicators Worsening in Current Reporting Cycle		
Access Indicator	Benchmark	Current
Indicator 1b: Annual unduplicated headcount: Credit students	8,000	6,301
Indicator 6c: annual enrollment in credit hybrid courses	1,700	1,456
Indicator 12: Percent minorities (nonwhite) of full-time faculty	15.0%	14.2%

Success Indicators

HCC has met six of the thirteen Success Indicators. HCC is within three percentage points or closer to the benchmark on an additional four indicators related to student success. The table below shows the current reporting value compared to the benchmark for those indicators meeting the benchmark or remaining steady.

Success Indicators Meeting Benchmarks in Current Reporting Cycle		
Success Indicator	2025 Benchmark	Current
Indicator 14d: Fall-to-fall retention: All Students	70.0%	70.1%
Indicator 15: Developmental completers after four years	62.0%	63.5%
Indicator 16d: Successful-persister rate after four years: All students in cohort	80.0%	84.5%
Indicator 18d: Graduation-transfer rate after four years: All Students in Cohort	65.0%	65.8%
Indicator 16b: Successful-persister rate after four years: Developmental completers	85.0%	81.0%
Indicator 18a: Graduation-transfer rate after four years: College-ready students	76.0%	74.2%
Success Indicators Improving or Remaining Same in Current Reporting Cycle		
Success Indicator	2025 Benchmark	Current
Indicator 16a: Successful-persister rate after four years: College-ready students	90.0%	89.2%

Six Success Indicators, shown in the table below, worsened this reporting cycle. Despite decreasing, three of the indicators are still within three percentage points of their benchmarks. Two of the remaining three indicators are related to developmental education students. These are developmental student retention, indicator 14c, and transfer post-graduation for the same group shown in indicator 18b. The final indicator is graduate-transfers which saw a decrease less than a percentage point. A robust job market and rising cost-of-living may have lured some graduates into the job market who would otherwise have continued their education.

Success Indicators Worsening in Current Reporting Cycle		
Success Indicator	Benchmark	Current Report Statistic
Indicator 14a: Fall-to-fall retention: All Students	62.0%	59.6%
Indicator 14b: Fall-to-fall retention: Pell Students	57.0%	54.6%

Indicator 14c: Fall-to-fall retention: Developmental Students	57.0%	45.4%
Indicator 18b: Graduation-transfer rate after four years: Developmental completers	61.0%	55.0%
Indicator 21: First-year GPA of 2.0 or above at transfer institution	90.0%	89.5%
Indicator 22: Graduate transfers within one year	72.0%	64.3%

Innovation Indicators

HCC has met one Innovation benchmark and has progressed on six indicators, while marginally regressing on another. Highlights include pass rates for Medical Assisting licensure increasing by twenty-three percentage points to surpass the benchmark, increases in continuing education workforce training and increases in licensure and certification courses and programs. The lone indicator to decrease, 26a, dropped one percent. One benchmark, NCLEX PN, does not apply to HCC at this time. The tables below show the benchmarks status and FY23 metrics.

Innovation Indicators Meeting Benchmarks in Current Reporting Cycle		
Innovation Indicator	Benchmark	Current Report Statistic
Indicator 23c: Medical Assisting pass rate	70%	70.6%

Innovation Indicators Improving in Current Reporting Cycle		
Innovation Indicator	Benchmark	Current Report Statistic
Indicator 23a: NCLEX RN licensure/certification pass rate	90.0%	82.2%
Indicator 26b: Enrollment in Continuing Education Workforce Development Courses: Annual Course Enrollments	7,800	6,843
Indicator 27a: Enrollment in Cont. Ed. Leading to certification or licensure: Unduplicated Headcount	2,200	1,964
Indicator 27b: Enrollment in Cont. Ed. Leading to certification or licensure: Annual Course Enrollments	3,200	3,141
Indicator 28a: Enrollment in contract training courses: Unduplicated Annual Headcount	1,200	545
Indicator 28b: Enrollment in contract training courses: Annual course enrollments	1,700	691

Innovation Indicators Not Improving in Current Reporting Cycle		
Innovation Indicator	Benchmark	Current Report Statistic
Indicator 26a: Enrollment in Continuing Education Workforce Development Courses: Unduplicated Headcount	4,300	3,161

Summary

Harford Community College more than doubled the number of indicators meeting our benchmarks. Last reporting cycle, HCC had met eight benchmarks; this year HCC met eighteen. An additional fourteen indicators showed improvement. Overall, significant progress was demonstrated this reporting cycle.

3. Community Outreach and Impact

Harford Community College is very active with community outreach and seeks to make a positive impact in our community. Grants, the HCC Foundation, and community partnerships are some ways the college reaches the community. Some highlights are below.

Grants play a big role in this outreach with the College bringing in $1,315,021 in grant awards in FY24. There are several new grants of note received this fiscal year that highlight the unique programming on campus:

- National Junior College Athletic Association (NJCAA) Women's Flag Football ($10,000) – This grant sponsors the start-up of a women's flag football team. Interest in this sport has been growing in the community, and potential coaches and players have already come forward to participate in the first team. Played in the Spring sports season, this program will replace women's lacrosse which is being phased out at the national level by NJCAA.
- Maryland Higher Education Commission, Nursing Support Program-II Professional Development ($48,995) – Sponsored by a statewide initiative, this grant enables full-time nursing faculty to attend a multitude of specialized national conferences to increase their knowledge of nursing trends, classroom pedagogy, and student services and needs. The goal is to promote better study for nursing students and prepare them for the medical workforce.
- National Voter Registration Day and Levi's ($1,249) – A national grant, this program supports the registration of students to vote. Timed to coincide with the Presidential election in 2024, this grant enables the Office of Student Life to host registration drives, guest speakers, and promotion of voting benefits and responsibilities with the ultimate goal to increase the number of student voters in our local community.
- Maryland Department of Health, Community College Mental Health ($118,232) – This grant supports the growth of mental health services on campus. Funding for Harford will support additional counseling hours, group therapy, a second counseling space, wellness

days, and telehealth options. Students will be better prepared for college requirements and better community participants with increased mental health metrics.

Harford Community College Foundation also hosts numerous community activities. Some examples are:

1. $717,838 in the form of scholarships were awarded for Harford students through the Foundation. This is an increase over the previous year by 26%.
2. Total funds raised by the Harford Community College Foundation through gifts, events and grants increased by totaled $2.43 Million.
3. Summer Swing Golf Tournament. This event is held annually and raised $64,610 for student scholarships.
4. Screech's Night Owl 5K. This event is held in collaboration with the HCC Athletics Department. Proceeds from this event support student athlete scholarships.
5. ATHENA Leadership Award Breakfast. This annual event recognizes women leaders in the Harford County Community. This event also supports student scholarships.
6. HCC College President hosts an annual appreciation dinner for the Foundation's highest level of donors.

4. Commission Prompts

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

HCC has done extensive analysis related to completion rates. Our analysis yielded results that show first-year retention (both fall-to-spring and fall-to-fall) is an important factor in our completion agenda. A multi-year analysis revealed that 63.0% of our new-first-time cohort losses occur in the first year. Additional analysis showed that first-term course success is vital for fall-to-spring retention and that college-level credit accumulation influences fall-to-fall retention. These research findings have informed our student success efforts in our new strategic plan.

Four-year completion rates are one of our key performance indicators within HCC's new strategic plan that started July 1, 2024. HCC has set a goal of increasing overall completion rates from our current 30% to 37% by 2030, an increase of 23.3%. HCC also tracks numerous early momentum metrics research has shown to be correlated with student completion.

In recent years HCC has made several changes including providing retention scholarships to students who are close to completion but lack financial resources to enroll and established a Summer Momentum Scholarships to incentivize students to accumulate more credits during their first academic year. Other changes included additional classroom supports for gateway courses.

As part of our new strategic plan HCC is developing a first-year experience for all incoming students. Future plans include redesigning academic advising to include utilizing technology to help create customized and detailed academic plans from entry to completion so that students are always aware of their progress. Career planning is being incorporated into the first-year experience to help reduce major changes which can delay completion. Additional academic supports and targeted interventions are being developed as well.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

HCC monitors student transfers including where students attend after leaving HCC, what majors they choose and if those majors are related to their HCC program, and whether or not they graduate from four-year institutions. Using that information, HCC works with partner institutions to prioritize articulation agreements to make the transition to four-year universities as seamless as possible. For example, HCC's engineering graduates get automatic admission into competitive engineering programs. If students identify their preferred transfer institution, advisors work to tailor their coursework so that students maximize the impact of credits they transfer.

Another example of helping our students post-HCC is our partnership with Towson University Northeast (TUNE). TUNE is Towson's academic center in Harford County, located on the HCC campus. Students in select majors have the opportunity to transfer through a 2 + 2 partnership with Towson and earn a bachelor's degree without leaving home. HCC and Towson exchange data and information about students to facilitate the success and growth of this program.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

In terms of access, HCC does well from a top-line perspective. Our minority participation is higher than would be expected based on population distributions alone. HCC has a special program, at one of our majority-minority high schools to encourage STEM participation in higher education. However, we feel that we can do even better and one of the goals of our new strategic plan is to reach into the most underserved areas of Harford County with special initiatives such as short-term workforce training for adult populations.

In terms of completion, and student success in general, HCC's African-American population has significantly lower completion rates. HCC has done a number of things to better understand this problem. This includes disaggregating course-level data to see which groups are having less success and conducting a nationally-normed student satisfaction survey to look at differences in students' on-campus experiences. As a result of the course-level data analysis HCC is looking to add additional supports in key classes. Survey data shows that African-American students are generally more satisfied than white students with their experience at HCC. We are currently implementing focus groups so that we can delve deeper into the student experience. The college has a program, My College Success Network, which focuses on helping minority students during their time at HCC.

The biggest challenge may be financial resources. Academic support can be labor intensive and students may have financial needs beyond tuition that needs addressed.

4.How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards and career counseling and advising services)?

To some extent HCC provides all of the opportunities listed in the prompt. HCC provides career counseling and advising for all students. HCC's career programs utilize advisory boards. Some programs, such as nursing, have practicums built into the program. Additional professional development opportunities exist to provide hands-on learning through non-credit classes for some academic programs, such as engineering. Almost all credit programs have internships as an option, but there is no widespread systematic use of internships at this time. Some HCC departments offer internship opportunities to our students.

HCC has a long history of providing workforce training and continues to expand workforce training offerings. The college delivers workforce training in healthcare, IT, automotive technology, drone technology, industrial technology, business and numerous other fields. Providing training that leads to industry recognized credentials has become the norm for new workforce programs.

HCC has expanded its reach into the community through our Leading Edge Training Center in Edgewood which offers trade-based training leading to credentials and jobs. This fall HCC is opening a Performance Training Institute in Aberdeen, near the Aberdeen Proving Grounds. HCC is also in the planning phase of building a new regional workforce training center at our Bel Air campus. All of new programs are developed with the goal of providing living-wage jobs to our community members.

5. Accountability Indicators

See attached HCC 2024 Accountability Indicators Table.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
National Science Foundation	ATE	BIOTEC Pathways	$ 493,412.00	9/1/2020	8/31/2025
National Science Foundation	ATE	Map Your Success	$ 427,181.00	9/1/2023	8/31/2026

HARFORD COMMUNITY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1172		712		243		217	
2	Number attempting fewer than 18 hours over first 2 years	377		184		43		150	
3	Cohort for analysis (Line 1 – Line 2)	795	100.0%	528	100.0%	200	100.0%	67	100.0%
4	Earned Associate degree from this community college	345	43.4%	271	51.3%	74	37.0%	0	0.0%
5	Earned certificate, but no degree, from this community college	3	0.4%	3	0.6%	0	0.0%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	348	43.8%	274	51.9%	74	37.0%	0	0.0%
7	Transferred to Maryland two-year/technical college	48	6.0%	27	5.1%	14	7.0%	7	10.4%
8	Transferred to Maryland public four-year college	277	34.8%	219	41.5%	50	25.0%	8	11.9%
9	Transferred to Maryland private four-year college or university	10	1.3%	8	1.5%	2	1.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	17	2.1%	11	2.1%	5	2.5%	1	1.5%
11	Transferred to out-of-state four-year college or university	77	9.7%	58	11.0%	14	7.0%	5	7.5%
12	Total transfers (sum of Lines 7 - 11)	429	54.0%	323	61.2%	85	42.5%	21	31.3%
13	Graduated from this college and transferred (Line 6 ⋂ Line 12)	254	31.9%	205	38.8%	49	24.5%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	523	65.8%	392	74.2%	110	55.0%	21	31.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	140	17.6%	72	13.6%	51	25.5%	17	25.4%
16	Successful transition to higher ed (Line 14 + Line 15)	663	83.4%	464	87.9%	161	80.5%	38	56.7%
17	Enrolled at this community college last term of study period	9	1.1%	7	1.3%	1	0.5%	1	1.5%
18	Successful or persisting (Line 16 + Line 17)	672	84.5%	471	89.2%	162	81.0%	39	58.2%

7/2/13

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Student & Institutional Characteristics *(not Benchmarked)*

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

		Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
A	Fall credit enrollment					
	a. Unduplicated headcount	5,705	5,256	4,596	4,591	5,108
	b. Percent of students enrolled part time	66.1%	66.7%	65.4%	64.8%	68.1%

		Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
B	First-time credit students with developmental education needs	49.1%	25.7%	38.6%	41.1%	44.5%

		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**
C	Credit students who are first-generation college students (neither parent attended college)	21.6%	22.5%	24.7%	27.5%	30.1%

		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	258	171	70	131	173

		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**
E	Credit students receiving financial aid					
	a. Receiving any financial aid	40.8%	44.6%	53.5%	64.8%	50.9%
	b. Receiving Pell grants	24.2%	24.3%	22.9%	24.6%	24.0%

		Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
F	Students 25 years old or older					
	a. Credit students	26.4%	24.2%	25.5%	23.5%	22.2%

		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**
	b. Continuing education students	72.8%	68.8%	72.9%	70.9%	66.8%

		FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**
G	Credit students employed more than 20 hours per week	55.4%	59.3%	60.0%	62.2%	55.6%

		Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
H	Credit student racial/ethnic distribution					
	a. Hispanic/Latino	5.8%	6.0%	6.4%	7.1%	7.3%
	b. Black/African American only	16.2%	15.8%	16.5%	17.1%	17.6%
	c. American Indian or Alaskan native only	0.3%	0.2%	0.3%	0.2%	0.4%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%	0.2%
	e. Asian only	3.0%	3.8%	3.8%	4.3%	4.2%
	f. White only	68.5%	67.9%	66.3%	64.9%	63.9%
	g. Multiple races	3.6%	3.6%	4.0%	4.2%	4.4%
	h. Foreign/Non-resident alien	1.1%	1.0%	1.2%	1.6%	1.5%
	i. Unknown/Unreported	1.3%	1.7%	1.3%	0.5%	0.5%

		Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
I	Credit student distance education enrollment					
	a. Enrolled exclusively in distance education	15.2%	79.1%	31.7%	26.2%	30.6%
	b. Enrolled in some, but not all, distance education	27.1%	12.3%	39.0%	35.3%	34.6%
	c. Not enrolled in any distance education	57.7%	8.6%	29.4%	38.4%	34.8%

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		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source					
	a. Tuition and fees	42.0%	41.0%	37.1%	34.0%	30.2%
	b. State funding	23.0%	23.0%	24.0%	25.6%	27.4%
	c. Local funding	32.0%	33.0%	34.8%	33.4%	32.4%
	d. Other	2.9%	2.6%	1.3%	1.3%	3.7%

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function					
	a. Instruction	37.2%	36.6%	37.8%	34.7%	36.5%
	b. Academic support	13.9%	13.4%	15.2%	13.7%	14.4%
	c. Student services	13.9%	12.7%	13.4%	12.5%	13.5%
	d. Other	35.0%	37.3%	33.6%	39.0%	35.6%

Goal 1: Access

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
1	Annual unduplicated headcount					
	a. Total	16,953	14,388	10,941	12,008	13,449
	b. Credit students	8,145	7,612	7,128	6,344	6,301
	c. Continuing education students	9,213	7,151	4,000	5,983	7,494

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
2	Market share of first-time, full-time freshmen	54.7%	52.1%	45.1%	46.0%	46.0%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
3	Market share of part-time undergraduates	70.1%	67.4%	64.2%	66.8%	71.5%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
4	Market share of recent, college-bound high school graduates	62.2%	62.2%	60.1%	53.8%	56.9%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
5	High school student enrollment	885	964	666	789	1,315

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	10,526	11,182	28,706	14,949	12,649
	b. Continuing education, online	247	545	2,875	1,353	739
	c. Credit, hybrid	2,159	1,678	684	1,611	1,456
	d. Continuing education, hybrid	0	0	0	0	0

		FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,783	$4,783	$4,783	$4,860	$5,040
	b. Percent of tuition/fees at Md public four-year institutions	49.4%	49.5%	48.7%	48.4%	49.1%

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

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	4,433	3,276	772	2,471	3,987
	b. Annual course enrollments	9,618	5,546	1,207	3,596	7,487

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	895	717	360	418	497
	b. Annual course enrollments	2,689	1,829	800	990	1,094

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	12.2%	20.5%	22.2%	25.5%	26.7%
	b. At least one ESL educational functioning level	17.8%	21.3%	11.1%	17.6%	31.5%
	Note: Not reported if < 50 students in the cohort					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	29.8%	30.3%	30.3%	33.7%	34.8%

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	b. Percent nonwhite continuing education enrollment	19.8%	21.5%	22.7%	23.2%	22.6%

		July 2019	July 2020	July 2021	July 2022	July 2023
	c. Percent nonwhite service area population, 15 or older	23.1%	23.6%	24.1%	24.9%	25.9%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
12	Percent minorities (nonwhite) of full-time faculty	11.7%	13.7%	15.4%	14.4%	14.2%

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
13	Percent minorities (nonwhite) of full-time administrative and professional staff	17.2%	19.6%	18.5%	19.1%	21.1%

Goal 2: Success

		Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort
14	Fall-to-fall retention					
	a. All students	62.9%	57.6%	61.9%	61.6%	59.6%
	b. Pell grant recipients	57.1%	47.1%	57.1%	54.8%	54.6%
	c. Developmental students	57.7%	46.7%	54.8%	49.2%	45.4%
	d. College-ready students	69.4%	66.8%	64.4%	69.5%	70.1%

Harford Community College
2024 ACCOUNTABILITY REPORT

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
15	Developmental completers after four years	58.6%	62.2%	62.3%	60.3%	63.5%

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	87.6%	90.9%	88.2%	89.2%	89.2%
	b. Developmental completers	86.9%	81.3%	80.1%	80.7%	81.0%
	c. Developmental non-completers	37.5%	27.0%	35.7%	43.4%	58.2%
	d. All students in cohort	82.2%	80.9%	81.2%	82.0%	84.5%

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
17	Successful-persister rate after four years					
	a. White only	83.7%	83.0%	83.5%	84.2%	86.2%
	b. Black/African American only	73.3%	70.5%	65.0%	65.8%	75.8%
	c. Asian only	n<50	n<50	n<50	n<50	n<50
	d. Hispanic/Latino	n<50	81.7%	84.3%	77.4%	80.0%

Note: Not reported if < 50 students in the cohort for analysis

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	75.2%	77.9%	71.4%	72.9%	74.2%
	b. Developmental completers	63.9%	62.4%	54.7%	56.4%	55.0%
	c. Developmental non-completers	24.0%	14.6%	17.1%	28.9%	31.3%
	d. All students in cohort	65.3%	65.3%	60.9%	62.9%	65.8%

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
19	Graduation-transfer rate after four years					
	a. White only	67.2%	66.4%	65.0%	63.7%	66.8%
	b. Black/African American only	55.0%	55.8%	44.2%	53.5%	58.9%
	c. Asian only	n<50	n<50	n<50	n<50	n<50
	d. Hispanic/Latino	n<50	76.7%	60.8%	61.3%	60.0%

Note: Not reported if < 50 students in the cohort for analysis

		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
20	Associate degrees and credit certificates awarded					
	a. Total awards	979	864	904	917	894
	b. Career degrees	265	288	285	285	268
	c. Transfer degrees	640	524	587	585	586
	d. Certificates	74	52	32	47	40
	e. Unduplicated graduates	923	835	871	879	846

	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23
21 First-year GPA of 2.0 or above at transfer institution	90.0%	89.0%	91.7%	90.2%	89.5%

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates
22 Graduate transfers within one year**	69.6%	66.0%	65.6%	64.7%	64.3%

Goal 3: Innovation

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
23 Credit program pass rates in licensure/certification examinations required for employment					
a .NCLEX RN	91.9%	91.4%	86.9%	76.9%	82.2%
Number of Candidates	123	139	145	130	129
b.NCLEX PN	0.0%	0.0%	0.0%	0.0%	0.0%
Number of Candidates	0	0	0	0	0
c. MEDICAL ASSISTING	44.4%	67.0%	40.0%	47.6%	70.6%
Number of Candidates	18	3	5	21	17

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates
24 Graduates employed within one year	85.6%	83.3%	74.3%	88.3%	75.6%

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$13,876	$12,964	$15,368	$15,552	$17,416
b. Median annualized income three years after graduation	$48,200	$52,860	$58,100	$58,316	$63,096

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,293	3,480	2,888	3,194	3,161
b. Annual course enrollments	7,774	5,969	7,312	6,499	6,843

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,174	1,598	1,572	1,668	1,964
b. Annual course enrollments	3,236	2,556	2,753	2,646	3,141

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,216	906	732	444	545
b. Annual course enrollments	1,719	1,287	914	649	691

<center>**Section 1: Mission**</center>

Howard Community College's (HCC) mission statement: Providing pathways to success.

<center>**Section 2: Institutional Assessment**</center>

Academic, Demographic and Financial Trends

The college's new president arrived in January 2022 and the college began a journey of changing its operations to increase enrollment and accelerate student goal completion. This initiative is called HCC Forward and is a reorganization centered on equity, student experience, and student success.

For the academic area this meant creating three interdisciplinary divisions from the seven prior divisions. The new structure provides more interdisciplinary opportunities for departments, consistency of operations, and streamlined services. New teaching and learning service centers were created using personnel from the former division offices. They continued to support faculty and students, but each center also has a main responsibility – one center supports scheduling, one supports budgeting, and one supports hiring. The student success area was completely reorganized, creating three distinct areas to facilitate student achievement, strengthen retention and increase enrollment. The three areas created were a) advising and retention, b) student development and c) enrollment services. A Howard Hub was designed and will be set up to facilitate the new organization and enable students to better navigate the college all in one location.

The HCC Forward initiative included work to offer more opportunities for students to accelerate their pathway by taking seven-week courses; several of the high enrollment courses were re-designed and are ready to pilot in the fall of 2024. These seven-week terms have been a proven structure at other colleges where students are able to graduate faster leading to increased graduation rates and increased enrollment. In FY23, the college reversed the trend of declining enrollments in the credit and noncredit areas. In FY24, the college experienced an increase as state funded credit FTEs moved from 5,088 to 5,283 resulting in a 3.8 percent increase. and noncredit showed a slight increase from 1,087 to 1,089 resulting in a 0.2 percent increase. Similarly, the unduplicated headcount for FY24 increased by 5.6 percent from 13,378 to 14,128 for credit enrollments and 5.3 percent from 8,897 to 9,370 for noncredit enrollments. The administration also anticipates the upward trend to continue with the newly developed MOU that is in place with the HCPSS to allow Howard Community College to begin Middle College on campus in FY25.

Academic Update

Division 1 - Foundational Learning

The Accounting program is thriving with 140 majors. The program is focusing on promoting the National Association of Black Accountants (NABA) chapter and launching apprenticeships in Spring 2025. Additionally, it has been awarded a Perkins Innovation grant for professional development and curriculum updates. The Certified Public Accountant Candidacy Certificate

program has 40 students. New courses are planned for 2025, and there is ongoing collaboration with the Maryland Association of Certified Public Accountants (MACPA) and the Maryland Board of Public Accountancy. The Certified Bookkeeper Certificate program has 20 majors and plans to introduce a flexible certificate program with six specialty areas. The English program has 36 majors. The program is working on corequisite support courses for the first college-level English course, phasing out the lowest level developmental English course. The Communication Studies program has 17 majors. The program is rolling out the accelerated pathway 7-week initiative. The Math program has 60 majors. It is introducing support courses for some college-level Math courses and participated in the national Math Competition, placing 4th in the Mid-Atlantic standings. The program also held its annual Math Appreciation Week.

Division 2 - Liberal Studies

The Visual Arts Department has begun a self-study for reaccreditation with the National Association of Schools of Art and Design and submitted ARTS-105 for renumbering to streamline the program. The Theatre program's student production of Medea was invited to the Kennedy Center American College Theatre Festival and was recognized nationally for "Distinguished Achievement in Performance and Production Ensemble." The Dance program hosted the Maryland Dance Educators Association (MDEA) conference. The Performing Arts Department added new programs in Musical Theatre and Theatre Design and Technology. The World Languages Department engaged students through highimpact practices and events like the World Languages Celebration and Blackbird Poetry Festival. The Social and Natural Sciences Department is developing a new history course on the Asian American experience, led a study abroad program to Greece, created partnerships to globalize the criminal justice curriculum, and developed the anthropology lab using 3D printing technology. The Health Promotion & Human Performance Department saw growth in the Community Health Worker program, with seven graduates, and established partnerships for robust internship experiences, including a new partnership with the HCC Wellness Center for peer education.

Division 3 - Health, Science, and Technology

The Physical Therapy Assistant Program (PTAP) discontinued the winter course PTAP213, renumbered courses, adjusted prerequisites, and changed the total credits from 70 to 68. The Biology Department changed BIOL-141 and BIOL-101 to have co-requisites. The Business Department added statistics and basic accounting courses to the Data Business Analytics Certificate program and discontinued the Healthcare Documentation Specialist Certificate and Software Applications Specialist Letter of Recognition. Radiologic Technology program revised its curriculum to an accelerated pathway and added physics as a prerequisite. The Cardiovascular Technology program changed its delivery method to an accelerated pathway, reclassified courses, and distributed winter semester courses. The Hospitality and Culinary Studies Department is redesigning the Hospitality Degree and Event Management Certificate, updating program outcomes and course objectives, and strengthening collaboration with Woodland Job Corps. The Nursing programs combined five nursing programs into a single program to streamline the student experience. The Cyber Technology program changed CMSY 156 (Python) to require a math prerequisite for greater student success.

Workforce, Career, and Community Education (WCCE)

 The division of Workforce, Career, and Community Education (WCCE), continued to support the regional education and workforce needs. Non-credit had 18,827 enrollments and 1,113.84 FTEs in FY24. WCCE added two new registered apprenticeship programs in FY24: childcare professional registered apprenticeship and hospitality management apprenticeship. The childcare professional registered apprenticeship brought on 27 apprentices and 8 employer partners. Other apprenticeships continue to grow including surgical technologist registered apprenticeship which added two additional cohorts. WCCE also expanded community education programs with programs such as Onstage and Backstages at the BSO, Master Series, and successfully launched a new Older Adult Summit, a three-day seminar series.

Capital Program

The Mathematics and Athletics Complex, now referred to as the Kahlert Foundation Complex, was split funded over several years. The final construction and equipping funds were received in FY24 from both the state and county. Substantial completion is on schedule for this fall 2024 with furniture and equipment being installed through October 2024. The ribbon cutting ceremony is scheduled for November 1, followed by employee occupancy over winter break in preparation for the start of the spring 2025 semester.   Last year under Dr. Willis' leadership, the college advocated for a Workforce Development and Trades Center to serve skilled trades. Both credit and noncredit programs are housed in the facility to include automotive technology; welding; additive manufacturing, mechatronics and logistics; electrical; HVAC; plumbing; and forklift/heavy equipment operations. The project was approved, and funds were received from both the state and county in FY25. The overall project will be funded 50 percent by the state, 25 percent by the county, and 25 percent from the college. The design of the building is nearly complete, and the project will move into the construction phase this October 2024. Construction is scheduled to take approximately 18 months with completion over the summer of 2026 in preparation for fall 2026 classes. The college is excited for the groundbreaking ceremony that is planned for September 30, 2024.

The State of Maryland

 This year, the state of Maryland implemented the Budget Reconciliation and Financing Act (BRFA) which resulted in a decrease of 1.5% funding from FY24. This adjustment represents a reduction of $524,290 in state funds. The college initially anticipated state support to decrease approximately 4.1 percent, but due to the diligent lobbying efforts of the college's students, faculty, and staff, much of the funding was reinstated. As of the May 2024 unemployment report, Maryland's unemployment rate increased from 2.4 percent to 2.7 percent, despite continued growth in new jobs, even with this increase in the unemployment rate, Maryland is sixth among all states with the lowest unemployment rates, tied with Virginia but outranking its contiguous neighbors in Pennsylvania, Delaware, and District of Columbia. Nationally, the inflation data shows a 3.3 percent increase in inflation between May 2023 and May 2024. Between continued inflation and the approaching elections in November, Maryland's immediate economic future is still uncertain. However, with the Governor's reopening of the Port of Baltimore in June, total jobs in the state have continued to increase over the past two months. Overall, Maryland is

anticipated to grow at a modest rate of 1.5 percent, which is consistent with the U.S. projected growth rate.

Howard County

The college received an increase of 4.9 percent or $2,100,000 over FY24 from Howard County. Although the county had strong budget growth over the prior two fiscal years, this growth was primarily attributed to temporary factors such as capital gains and federal aid provided to avert the economic and fiscal impacts of the COVID-19 pandemic. In the current fiscal year, income tax distributions decreased by $43 million from the same period last year, signaling a return to normalized and more predictable growth in the foreseeable future. In future years, Howard County expects a revenue projection of 3.3 percent growth during FY 2026-2030. The FY25 Howard County Spending Affordability Advisory Committee cautions that while Howard County continues to be well-positioned for the future, it will need to adapt to a "new norm" of slower revenue growth as population and residential development ease. The county will also need to budget accordingly as its annual revenue growth rate returns to norms of three to four percent. Savings Last year during the budget development process, the college saved $607,579 with reductions primarily in personnel and contracted services. This year, existing funds were reallocated to cover a portion of requested positions and contracted services were reduced by $16, 833. A new process of reviewing faculty release time and class sizes is now done on an annual basis. With these reviews, the college can reduce part-time personnel and realize attrition which also creates savings.

Conclusion

The State of Maryland, Howard County, and the college have always benefited from our location close to the federal government which offers above average salaries and some stability. This year for operating highlights, tuition and fee revenue exceeded the budget by five percent and credit state-funded full-time equivalent (FTE) enrollments were up 197.58 FTE or 3.20 percent. The college was fortunate to receive an increase in county funding for the past three years. As noted above, the original BRFA for Howard Community College was initially proposed at a 4.1% decrease; however, the advocacy efforts of students from across the state resulted in the reinstatement of most of those funds. Moving forward, the state and county funding may not be quite as robust. The college must look to other sources such as enrollment growth and prudent spending to manage its budget. The significant changes made in teaching and learning and student success along with the college's transition to seven-week courses will help with enrollment growth and retention. Although there are significant challenges ahead, the college is confident in its ability to innovate and meet its students' future needs.

Additional Questions/Prompts from the Maryland Higher Education Commission (MHEC).

1. **In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.**

Review of the institutional data regarding graduation and transfer for all students in the Fall 2019 entering cohort indicates the current completion (graduation and transfer) rate is approximately 52% which is a decrease compared to the Fall 2018 cohort completion rate of 54.7%. In an effort to improve student success and completion outcomes for all student cohorts, Howard Community College (HCC) has implemented or is currently implementing a couple of high-impact practices such as accelerated course offerings (7weeks) with embedded tutoring support, aimed to improve student credit momentum. The college is also implementing co-requisite developmental education courses, which pairs a developmental education English or Math course with a credit course to aid in student's ability to earn college credit while receiving the developmental support they need to be successful. Lastly, HCC has joined the Achieving the Dream (ATD) network. ATD is a national organization seeking equitable reforms in higher education to expand student access and success. HCC will begin its work through ATD's three-year program to build campus capacity in student support, leadership development, and data integration in programming.

2. **Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?**

Close to 70% of our credit students indicate their intent to transfer. Therefore, the college has always been committed to aligning our degree paths to the three primary transfer institutions (UMCP, UMBC, Towson) to be sure our students are well-prepared. The college also examines NSC data twice a year to determine if our students ultimately complete their bachelor's programs. HCC has engaged in consecutive NSF grants (10 years) with UMBC for the express purpose of furthering that curriculum alignment with faculty from both institutions. It also provided bridge activities, advisors, and peer mentors for majors in chemistry and biology. The grant assessment tracks pre- and post-entry level course performance to ensure that HCC students are performing at the same level as their native freshman. It would be ideal if this model of 2+2 engagement could be financially supported in the state for all academic programs.

3. **In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?**

Review of HCC's Fall 2019 persistence and graduation data indicates an opportunity to close the educational attainment gaps for Black/African American and Hispanic/Latino students when compared to other ethnic student groups. The college offers two cohort-based programs/learning communities (Howard P.R.I.D.E. and Ambiciones), specifically designed to provide these students with high-touch wrap around support services. Institutional data has shown that students who participate in these programs have higher fall-to-fall persistence rates and graduation rates. The college has sought to scale those efforts beyond the limited numbers (500 per term compared to our 8500 students) it could afford to supply with all the necessary wrap-around services. The biggest challenge is finding the financial resources to hire more embedded tutors, case managers, and advisors, and provide professional development for faculty to continue to improve their culturally relevant pedagogy.

4. **How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums,**

professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

Howard Community College (HCC) is a place where life goals can be achieved through education. We understand how important it is for students to leave our classrooms, get out into the field, and pursue real world learning experiences. HCC offers a variety of apprenticeship programs whereby students gain on-the job, real-world knowledge, an opportunity to "earn and learn," and meaningful professional connections, concurrently. The college offers apprenticeships in: Biomedical Equipment Technology; Child Care Professional. Construction Management Electrical , HVACR, Helpdesk Support Technician, Hospital Management; IT; Licensed Practical Nurse (LPN); Plumbing; and Surgical Technologist. HCC also offer internal and external internships, and micro-internships. Our Career Services team provides comprehensive services, including career coaching, resume reviews, mock interviews, and tailored programming, to support career development and internship/job search. Several of our academic programs do interact with advisory boards to keep the curriculum relevant. Additionally, the mission of the Howard Community College Center for Civic and Community Engagement is to enhance academic and co-curricular learning through community engagement placements and experiences. We collaborate with the community and HCC faculty to create meaningful experiences that extend classroom and co-curricular learning while encouraging civic engagement, community awareness, and personal development.

Benchmark Assessment

Howard Community College is committed to the goals identified in the 2021-2025 *Maryland State Plan for Postsecondary Education and aligns* its own strategic goals (i.e., student success, completion, and lifelong learning; organizational excellence; and building and sustaining partnerships) with the state plan. In support of the college's mission, these strategic goals guide annual plans (institutional, work unit, and individual) and budgets. The college's board of trustees has found the Maryland Higher Education Commission community college performance accountability indicators to be useful in guiding these plans.

State Plan Goal 1: Access

The college is committed to attracting and retaining a rich diversity of students to its programs, eliminating barriers to students' goal achievement, and responding quickly to the needs of the community it serves. To this end, HCC provides open access and innovative learning systems to meet the interests of a diverse community. Efforts to support goals for enrollment growth have diminished the impact of statewide enrollment declines and helped decrease the rate of decline other colleges are experiencing; the total *annual unduplicated headcount* decreased by 798 students. As the annual unduplicated headcount for credit students increased to 13,378 , enrollment for noncredit students decreased to 8,897. *Market share of first-time, full-time freshmen*, increased by 5.8 percentage points, and the market share of part-time undergraduates increased by 1.8 percentage points in fall 2023. The *market share of recent, college-bound high school graduates* decreased to 24.3 percent in fall 2022, below the benchmark of 40 percent. HCC continues to expand educational opportunities by examining delivery methods, sections, and space to ensure optimal access and effectiveness. The college offers an online student planning module that allows students to plan, update, and register for courses. Students can plan

their academic time at HCC and view their progress toward completion. *High school student enrollment* (dual enrollment) increased to 1,715, but still surpassing the benchmark of 750 that the college set as a goal for 2025.

HCC delivers programs in a variety of flexible formats to enable students to accelerate course completion and both *credit* and *continuing education enrollments in online/hybrid courses* decreased in FY23. All *credit and continuing education enrollments in online and hybrid* courses exceed benchmark levels. These decreases are mainly due to operations returning to back to normal after the COVID-19 pandemic, which forced much of the college's operations to move to a virtual/remote modality.

 A direct indicator of affordability, *tuition, and fees as a percentage of tuition and fees at Maryland public four-year institutions*, remained below the benchmark threshold for FY26. On a recent student survey, affordability was by far the most frequently cited primary reason for choosing to attend HCC. To improve affordability and minimize financial barriers to higher education for students, HCC seeks funding from various public and private sources to assist students with tuition.

 In FY23, the *unduplicated annual headcount for community service and lifelong learning courses* and *annual course enrollments* increased and were closer to benchmark level. The *unduplicated annual headcount in continuing education basic skills and literacy courses*, the *annual course enrollments* also increased and moved closer to the benchmark. The increase in enrollment is tied to the overall return of operations back to normal after the COVID-19 pandemic. Thirty-four percent of adults achieved *at least one Adult Basic Education (ABE) educational functioning level*. Similarly, 39 percent of adults in the English as a Second Language (ESL) program have achieved *at least one ESL educational functioning level*. Both indicators increased from last year but are still below the benchmark levels.

HCC values the significant contributions of a diverse population, encourages the celebration of diversity, provides varied and inclusive programs and support for all constituencies of the community, and evaluates the impact of programming on the campus climate with a goal to increase cultural competence. In compliance with Maryland State Education Article 11-406, the administration submits plan improvements to the board of trustees and the board submits an annual progress report to MHEC. Initiatives described in the campus cultural diversity report resulted in continuous gains that exceed the benchmark levels for both credit and noncredit *minority student enrollment* compared to the service area population categories. The *percent nonwhite credit enrollment* increased to 71.9 in fall 2023 while the *percent nonwhite continuing education enrollment* decreased slightly to 59.1 in FY23. Both metrics are above the benchmark levels. These percentages are significantly higher than the percent nonwhite service area population, 15 or older, which is at 51.1 percent.

The *percent minorities (nonwhite) of full-time faculty* has been increasing steadily since fall 2014 and it exceeded the benchmark level for five years in a row until fall 2020 in which it decreased by 0.2 percentage points. The trend has picked back up again in fall 2021 to 31.4 percent, and it is 32.4 percent for fall 2023. *Percent minorities (nonwhite) of full-time administrative and*

professional staff jumped to 40.7 percent, which is 8.2 percent higher than fall 2022, and exceeds the new benchmark set be achieved for fall 2025. This reflects the college's leaders' commitment to diversity, equity, and inclusion, The college's office of human resources continues to attend job fairs remotely at institutions with high minority populations and to advertise with minority websites and professional associations.

State Plan Goal 2: Success

The college is dedicated to fulfilling students' educational needs, as well as economic and societal development needs of its service area and the State of Maryland. Some of HCC's measures of success focus on retention, persistence, developmental completion, graduation, and transfer. *Fall-to-fall retention rates* for *all first-time, Pell grant recipients, developmental, and college-ready students* decreased slightly for the fall 2022 cohort, they were all below the benchmark levels.

The percent of *developmental completers after four years* decreased to 42.9 percent for the fall 2019 cohort and moved slightly away from the benchmark level of 45 percent. The fall 2019 cohort *successful-persister rate after four years* for college-ready students increased to 85.2 percent and is slightly above the benchmark of 85 percent. For developmental completer students, the persistence rate also increased to 92.2 percent and is slightly above the benchmark at 92.2 percent. The overall rate for the fall 2019 cohort was 75.6 percent, moving slightly away from benchmark of 80 percent. The award-winning Step UP coaching program continues to improve success and retention for students by encouraging active participation in their academic progress. HCC's Student Veterans Organization continues to provide support to veterans enrolled at the college. Both HCC and HCPSS faculty and staff continue to collaborate to align the high school curriculum and instruction with college-level courses. Faculty, staff, and academic leadership collaborate to advance this partnership by identifying new programs and initiatives that support educational needs of HCPSS students and college transition.

For the 2019 cohort*, successful-persister rates after four years* for White, and the Asian students increased, while the rate for Black/African-American, and Hispanic students decreased. Similarly, the *graduation-transfer rate after four years* for Asian students increased while the rate for White, Black/African-American and Hispanic/Latino students decreased. These metrics are not required to have benchmark levels.

To eliminate barriers, facilitate completion, and smooth transfer to four-year institutions, the college implemented initiatives to improve the graduation and transfer rates. For 2019 fall cohort, the *graduation-transfer rate after four years* of college-ready students was at 69.7 percent, developmental completers at 55.3 percent, non-completers at 22.0 percent, and all students in cohorts at 52.4 percent. The reason for the lower graduation/transfer rates for this cohort could be due to COVID 19, that forced the whole world to a halt, just one semester after they started at HCC.

Transfer degrees decreased from FY22 to FY23 by one hundred-five awards, *career degrees* decreased by twenty-one in FY23 and both metrics are not required to have benchmark levels. *Total awards* and *unduplicated graduates* have decreased from FY22 to FY23 by one hundred-

one and by one hundred-sixteen respectively. For FY23, the total awards remained below the benchmark of 1,400, set to be achieved by FY25 at 1,243 awards.

Other success measures assess students after graduation and at transfer institutions. With a focus on effectively facilitating and maximizing learning for all students, HCC's comprehensive assessment strategies at the course, program, division, and college levels ensure educational effectiveness in support of college and state goals for innovation, student learning, and completion. Students transferring to University System of Maryland (USM) campuses from HCC continue to do well, with 86.2 percent earning a *cumulative GPA after the first year of 2.0 or above* in academic year (AY) 2021-22. This is higher than the benchmark level of 86 percent. Many of HCC graduates transfer to a four-year school after they graduate. The *graduate transfers within one year* have been steadily increasing since FY16. For FY22 graduates, the rate has slightly decreased to 66.8 percent and fell slightly below the benchmark level of 67 percent.

State Plan Goal 3: Innovation

The *licensure/certification examination pass rate* 82.3 percent for the NCLEX-RN (for nursing students) increased by 4.4 percent, which was a few percentage points below the benchmark. The rate for NCLEX-PN (for practical nursing students) decreased to 85.7 percent and fell below the benchmark of 100 percent. The nursing staff have met to discuss and implement new initiatives to improve the pass rates. The pass rate for the EMT-Basic exam decreased to 65.0 percent in FY23 and is still below the benchmark level of 87 percent.

A total of 82.2 percent of FY22 *graduates* were *employed within one year*. The difference in *median annualized income one year before graduation* and *median annualized income three years after graduation* have increased to around $50,000 for the FY20 fiscal year graduates. This shows the significant role community colleges play in increasing the income of individuals that choose to attend community colleges. This is a relatively new metric that moved from the institutional characteristics section two years ago and it is from a new source, namely the Maryland Longitudinal Data System Center, and it is not required to have benchmark levels.

Both the *unduplicated headcount in continuing education workforce development courses* and the *annual course enrollments* decreased and moved away from the benchmarks in FY23. One of the college's initiatives to promote job preparation is the counseling and career center's one-on-one counseling and vocational assessments.

HCC is committed to developing a highly qualified workforce, responding effectively to shifting workforce needs, and supporting economic and workforce development in Howard County. Using expert recommendations of civic and business leaders who provide a community perspective through participation on the college's Commission on the Future and advisory committees, HCC continues to expand programs identified as high demand and workforce shortage areas in Maryland.

Unduplicated headcount and annual course enrollments in continuing professional education leading to government or industry-required certification or licensure decreased and moved away

from the benchmark levels. Both *unduplicated annual headcount and course enrollment in contract training courses decreased*, and both metrics were below benchmark levels in FY23.

Section 3: Community Outreach and Impact

Howard Community College is dedicated to being a vital partner in the intellectual, cultural, and economic life of Howard County. The college cultivates engagement with all segments of the community and takes a leading role in workforce training and supports economic development efforts within the county through community, business, and educational partnerships. HCC has entered partnerships with four-year institutions, other Maryland community colleges, and the Howard County Public School System (HCPSS) to help learners move quickly through the educational system by providing diverse programs strengthened by collaboration, smooth transfer of knowledge, improved utilization of resources, staff development, and workforce readiness. The college continues to seek new partnerships to promote innovation and maximize resources in providing concrete benefits for students and community members.

To increase the college's support of parenting students, Howard Community College has partnered with Generation Hope, a leading organization comprised of experts who specialize in providing teen and parenting students with multigenerational resources and support. As a 2023 "FamilyU" cohort participant over the next two years the college will learn new ways to provide pathways to success for the nearly 34% of our student aid recipient population who actively identify as parents of dependent children. This involvement with FamilyU provides the college the opportunity, direction, and guidance on how to collect and analyze data to drive the development of a more robust support system, streamlined processes, and seamless workflow for this population of students.

The college finalized an agreement with the Community Action Council of Howard County to reopen the Children's Learning Center (CLC). Bringing back the center will help dozens of families to reduce childcare costs, support Early Head Start programming for infants and toddlers, and encourage degree completion among student parents at HCC. The HCC Educational Foundation, worked on a $1 million grant from the U.S. Department of Education to support reopening the campus childcare center. The grant is part of the federal Childcare Access Means Parents in School (CCAMPIS) program, which is vital in helping campuses and communities rebound from the impact of COVID-19-related closings and shuttered services. This, in addition to the participation in networks like Achieving the Dream and Generation HOPE, positions Howard Community College to continue the growth as a national example of what the future of educational access for all students can be.

On May 8, 2024, seventeen high school seniors were honored for completing the Learn, Return, Teach program. This initiative, a collaboration between Howard Community College and the (HCPSS), involved 450 apprenticeship hours in HCPSS elementary or middle school classrooms and two 200-level Education courses at the college. Funded by the Maryland Leads - Blueprint for Maryland's Future, the program aims to "grow your own" teachers by preparing students for careers in education.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
National Security Agency	STARTALK grant to develop and implement a year-round language institute in Chinese and Arabic for county high school students. The program will run from July 2023 through May 2025	World Languages	$218,857	7/12/2023	5/30/2025
U.S. Department of Education	CCAMPIS (Child Care Access Means Parents In School)	Child Care Center	$1,080,260	10/1/2023	9/30/2027
National Security Agency	STARTALK grant to develop and implement a year-round language institute in Chinese for county students. The program will run from September 2024 through May 2026, with a full summer program in July 2025.	World Languages	$181,475	9/1/2024	5/31/2026
National Security Agency/National Science Foundation	GenCyber grant (partnership with Towson University and other community colleges) to develop and implement a cybersecuity summer camp in summer 2025. HCC's grant award amount reflects the subaward.	Cybersecurity	$84,000	9/1/2024	8/30/2025
Department of Commerce/ National Institute of Standards and Technology	Regional Alliances and Multistakeholder Partnerships to Stimulate Cybersecurity Education and Workforce Development	Workforce Development	$200,000	10/1/2024	9/30/2026

Howard Community College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	1623		639		422		562	
2	Number attempting fewer than 18 hours over first 2 years	471		181		24		266	
3	Cohort for analysis (Line 1 – Line 2)	1152	100.0%	458	100.0%	398	100.0%	296	100.0%
4	Earned Associate degree from this community college	333	28.9%	213	46.5%	120	30.2%	0	0.0%
5	Earned certificate, but no degree, from this community college	12	1.0%	5	1.1%	7	1.8%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	345	29.9%	218	47.6%	127	31.9%	0	0.0%
7	Transferred to Maryland two-year/technical college	39	3.4%	11	2.4%	13	3.3%	15	5.1%
8	Transferred to Maryland public four-year college	375	32.6%	219	47.8%	132	33.2%	24	8.1%
9	Transferred to Maryland private four-year college or university	8	0.7%	6	1.3%	2	0.5%	0	0.0%
10	Transferred to out-of-state two-year/technical college	16	1.4%	2	0.4%	3	0.8%	11	3.7%
11	Transferred to out-of-state four-year college or university	66	5.7%	30	6.6%	21	5.3%	15	5.1%
12	Total transfers (sum of Lines 7 - 11)	504	43.8%	268	58.5%	171	43.0%	65	22.0%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	245	21.3%	167	36.5%	78	19.6%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	604	52.4%	319	69.7%	220	55.3%	65	22.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	225	19.5%	59	12.9%	132	33.2%	34	11.5%
16	Successful transition to higher ed (Line 14 + Line 15)	829	72.0%	378	82.5%	352	88.4%	99	33.4%
17	Enrolled at this community college last term of study period	42	3.6%	12	2.6%	15	3.8%	15	5.1%
18	Successful or persisting (Line 16 + Line 17)	871	75.6%	390	85.2%	367	92.2%	114	38.5%

7/2/13

HOWARD COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

Student & Institutional Characteristics *(not Benchmarked)*

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

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	9,604	8,124	8,214	8,584
	b. Percent of students enrolled part time	72.1%	70.7%	72.1%	73.5%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	53.5%	62.6%	59.4%	48.5%

Note: Attending higher education for the first time, excludes high school student attendance.

		FY 2020	FY 2021	FY 2022	FY 2023
C	Credit students who are first-generation college students (neither parent attended college)	30.3%	29.3%	25.7%	27.6%

		FY 2020	FY 2021	FY 2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2,342	1,282	1,883	2,485

		FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	41.8%	38.4%	55.0%	57.3%
	b. Receiving Pell grants (excluding high school students)	26.2%	23.5%	27.0%	28.0%

Note: Methodology for (b) has changed from prior reports.

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older				
	a. Credit students	29.7%	32.4%	29.9%	27.7%

		FY 2020	FY 2021	FY 2022	FY 2023
	b. Continuing education students	55.4%	54.9%	49.9%	59.7%

		FY 2020	FY 2021	FY 2022	FY 2023
G	Credit students employed more than 20 hours per week	37.1%	39.4%	33.2%	32.8%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	11.0%	12.5%	13.7%	13.4%
	b. Black/African American only	27.3%	30.0%	29.9%	28.5%
	c. American Indian or Alaskan native only	0.2%	0.2%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	13.1%	12.8%	12.9%	14.3%
	f. White only	31.7%	28.1%	26.4%	24.4%
	g. Multiple races	6.4%	6.2%	5.9%	6.0%
	h. Foreign/Non-resident alien	4.9%	5.8%	5.5%	5.6%
	i. Unknown/Unreported	5.2%	4.4%	5.5%	7.4%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	39.6%	23.6%	20.7%	22.7%
	b. Enrolled in some, but not all, distance education	39.3%	36.5%	31.7%	31.1%
	c. Not enrolled in any distance education	21.1%	39.8%	47.6%	46.3%

HOWARD COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

		FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source				
	a. Tuition and fees	40.0%	38.9%	36.0%	32.6%
	b. State funding	19.9%	20.3%	23.3%	25.7%
	c. Local funding	37.9%	39.6%	38.7%	36.9%
	d. Other	2.2%	1.3%	2.1%	4.7%

		FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function				
	a. Instruction	46.1%	45.2%	44.3%	42.7%
	b. Academic support	12.3%	12.3%	13.2%	12.9%
	c. Student services	8.8%	9.1%	9.3%	9.0%
	d. Other	32.9%	33.4%	33.2%	35.4%

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	26,143	21,094	22,694	21,896	**29,000**
	b. Credit students	14,314	13,911	12,943	13,378	**14,000**
	c. Continuing education students	12,313	7,543	10,156	8,897	**15,000**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time students	27.4%	23.6%	19.3%	25.1%	**34.0%**

Note: Attending higher education for the first time, excludes high school student attendance.

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time undergraduates	72.4%	65.8%	70.4%	72.2%	**70.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	35.5%	32.2%	30.0%	24.3%	**40.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	1,787	837	1,237	1,715	**750**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	12,041	50,497	26,954	22,772	**10,300**
	b. Continuing education, online	3,884	8,804	7,153	5,415	**2,300**
	c. Credit, hybrid	2,275	2,861	5,135	3,484	**1,700**
	d. Continuing education, hybrid	553	579	802	976	**300**

		FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$5,110	$5,110	$5,110	$5,110	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	52.9%	52.0%	50.9%	49.8%	**53.0%**

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

HOWARD COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	3,487	1,878	2,387	3,420	**4,801**
	b. Annual course enrollments	7,747	3,213	3,577	6,300	**10,328**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	2,676	1,222	2,029	2,385	**2,700**
	b. Annual course enrollments	5,436	2,656	4,607	5,775	**6,200**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	30.0%	46.0%	29.0%	34.1%	**39.0%**
	b. At least one ESL educational functioning level	22.0%	49.0%	32.3%	38.9%	**41.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	64.7%	68.7%	70.4%	71.9%	**60.0%**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	55.9%	55.9%	60.3%	59.1%	**48.0%**

		July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	47.9%	48.7%	50.1%	51.1%	**NA**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	28.9%	31.4%	30.8%	32.4%	**40.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	31.5%	32.6%	32.5%	40.7%	**40.0%**

Goal 2: Success

		Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention of first-time students					
	a. All first-time students	57.6%	58.3%	57.4%	56.4%	**62.0%**
	b. Pell grant recipients	56.6%	62.0%	62.5%	58.9%	**62.0%**
	c. Developmental students	54.7%	58.0%	60.2%	59.4%	**62.0%**
	d. College-ready students	62.3%	58.6%	52.2%	51.7%	**60.0%**
	Note: Attending higher education for the first time, excludes high school student attendance.					

HOWARD COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	45.5%	42.8%	44.5%	42.9%	**45.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	84.0%	86.2%	84.3%	85.2%	**85.0%**
b. Developmental completers	91.1%	93.0%	90.8%	92.2%	**92.0%**
c. Developmental non-completers	46.0%	42.5%	47.7%	38.5%	**NA**
d. All students in cohort	75.3%	76.5%	77.2%	75.6%	**80.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	79.4%	79.9%	81.1%	83.6%	**NA**
b. Black/African American only	68.7%	67.3%	72.3%	68.5%	**NA**
c. Asian only	85.4%	89.0%	82.9%	88.7%	**NA**
d. Hispanic/Latino	68.8%	74.0%	74.0%	64.7%	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	70.1%	72.2%	69.5%	69.7%	**70.0%**
b. Developmental completers	64.1%	61.8%	59.3%	55.3%	**65.0%**
c. Developmental non-completers	24.9%	22.6%	26.6%	22.0%	**NA**
d. All students in cohort	53.7%	54.8%	54.7%	52.4%	**59.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	59.3%	63.1%	65.2%	63.7%	**NA**
b. Black/African American only	47.3%	44.5%	50.4%	41.8%	**NA**
c. Asian only	64.6%	66.3%	59.9%	70.7%	**NA**
d. Hispanic/Latino	46.2%	49.3%	44.8%	41.3%	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,438	1,436	1,344	1,243	**1,400**
b. Career degrees	372	351	345	324	**NA**
c. Transfer degrees	983	990	928	823	**NA**
d. Certificates	83	95	71	96	**NA**
e. Unduplicated graduates	1,326	1,275	1,239	1,123	**NA**

HOWARD COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

		AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	85.4%	88.3%	86.3%	86.2%	**86.0%**

		FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	67.0%	69.8%	69.3%	66.8%	**67.0%**

<mark>**Goal 3: Innovation**</mark>

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. NCLEX - RN	81.9%	82.7%	77.9%	82.3%	**90.0%**
	Number of Candidates	177	150	163	141	
	b. NCLEX - PN	92.6%	76.5%	100.0%	85.7%	**100.0%**
	Number of Candidates	27	17	10	21	
	c. EMT B	50.0%	71.4%	65.6%	65.0%	**87.0%**
	Number of Candidates	8	7	32	20	
	Note: Not reported if <5 candidates in a year					

		FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24	Graduates employed within one year	78.4%	78.5%	79.1%	82.2%	**NA**

		FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$16,812	$17,456	$20,056	$19,068	**NA**
	b. Median annualized income three years after graduation	$55,832	$56,064	$61,568	$69,916	**NA**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	6,336	4,524	5,912	3,183	**8,500**
	b. Annual course enrollments	9,995	7,619	10,618	4,806	**13,900**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	3,071	2,747	2,726	2,345	**4,000**
	b. Annual course enrollments	5,036	4,200	4,027	3,613	**6,000**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	3,218	1,921	3,141	970	**5,000**
	b. Annual course enrollments	5,503	3,671	6,674	1,462	**10,000**

Note: NA designates not applicable

      * designates data not available

MARYLAND HIGHER EDUCATION COMMISSION 2024
PERFORMANCE ACCOUNTABILITY REPORT
MONTGOMERY COLLEGE

MISSION

Montgomery College is where students discover their passions and unlock their potential to transform lives, enrich the community, and change the world.

INSTITUTIONAL ASSESSMENT

Montgomery College is a respected and well-established comprehensive two-year community college with more than 75 years of service to its students and the surrounding community—and it is recognized for the quality and scope of its academic and support programs. The College prides itself on having a strong infrastructure and its ability to provide first-class higher education experiences that empower people to achieve success and create meaningful change in their lives and the lives of others.

Monitoring the progress of the measurable goals identified in the College's strategic plan is a major part of institutional assessment. Montgomery College is in the process of implementing and making progress on the goals of its strategic plan and moving forward towards its transformation aspirations with laser focus attention on access, completion, and post-completion success. These aspirations involve fostering a college-going culture, and ensuring that earned credentials have tangible benefits that support students' ambitions, dreams, and earning potential. The curriculum has broadened, programs have been fine-tuned, and delivery methods of instruction have expanded. The College is in the process of mapping every degree and certificate to a professional track with economic, social, and community impact. Services are more tailored to the specific needs of students. Outreach, dialogue, and collaboration with the Montgomery County Public School system, the broader community, and industry and business leaders are ongoing. While these transformations are underway, various other factors and pressures on higher education must be acknowledged: the value of a college education is under scrutiny, the mental health and basic needs of students are of increasing concern, and program sustainability or viability must be considered as student demographics and student needs evolve and enrollment fluctuates. These factors create challenges, but they are not insurmountable. Yet, to face them will require an offensive posture. That is, the College will remain student-focused, be vigilant on changes in the academic landscape that can potentially impede the success of students, and be prepared to respond to those changes by identifying innovative strategies and solutions to enhance student success and institutional effectiveness.

Student and Institutional Characteristics
Credit enrollment in fall 2023 (Indicator A-a) was 17,780. Nearly two-thirds of credit students (65.6 percent) attended part-time (Indicator A-b). Nearly one-quarter (22.6 percent) of credit students were 25 years of age or older (Indicator F). Collectively, Hispanic/Latino (29.0 percent) and Black (25.4 percent) students accounted for more than half of the student body, while Asian

(12.8 percent) and White (19.0 percent) students accounted for less than a third of enrollment (Indicator H). More than a third (34.2 percent) of first-time credit students entered the College in fall 2023 with developmental needs (Indicator B). In fiscal 2023, there were 4,678 annual enrollments of unduplicated students in English for speakers of other languages courses (Indicator D). More than half (50.8 percent) of the students enrolled at the College received some form of financial aid (Indicator E-a); 22.7 percent received the Pell Grant (Indicator E-b). Nearly 13 percent (12.6 percent) of credit students were enrolled exclusively in distance education courses in fall 2023 (Indicator I); 26.9 percent were enrolled in some, but not all, distance education; and 60.4 percent were not enrolled in any form of distance education.

Finances
More than half (52.0 percent) of the college's unrestricted revenue sources (Indicator J) came from a local funding source in fiscal 2023; tuition and fees generated 23.6 percent of revenue; and 22.8 percent came from the state. Compared to the previous year, significant increased state funding led to higher total revenue in Fiscal 2023.

The largest proportion of the College's expenditures by function (Indicator K) were directed toward instruction (33.4 percent), academic support (18.5 percent), and student services (12.7 percent). Another 35.4 percent was expended in "other." All expenditures helped to fulfill the primary function of the College: teaching, learning, and student support.

Maryland State Plan — Goal 1, Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.
In support of Goal 1, Montgomery College provides high-quality, practical, and relevant education and training in credit and noncredit programs while giving students affordable access to a college education. The cost to attend Montgomery College increased about three percent in fiscal 2023 after remaining static for the three previous years. The annual cost of attendance for a full-time credit student at Montgomery College in fall 2023 was $5,394 (Indicator 7), which was 52.5 percent of the average cost to attend a public four-year college in Maryland. This percentage is aligned with the College's benchmark on this performance metric to be at or below 57 percent.

Credit Enrollment
In fiscal 2023, Montgomery College enrolled, educated, and/or trained 40,342 individual students (Indicator 1a): 23,916 were credit-bearing students (Indicator 1b). In fiscal 2023 the enrollment of credit students increased 6.2 percent above the previous year, following several years of marked declines in enrollment that were experienced throughout higher education and driven by several factors (e.g., delay in the decision to attend college; entering the workforce; industries providing required or needed skill sets without the need for higher education credentials; Covid). The increase in enrollment suggests a renewed interest in returning to the College, realization of the value of credentialing, and the waning impact of the pandemic. The enrollment of students in our service area (Indicators 2, 3, and 4) increased in three market share segments in fall 2023 compared to fall 2022: new full-time freshmen (from 30.9 percent to 32.9

percent), part-time undergraduate students (from 68.5 percent to 71.8 percent), and recent college-bound high school graduates (from 39.3 percent to 41.3 percent). Even though the increase in market share was positive, the benchmarks related to the market share of first-time, full-time freshmen and recent college-bound high school graduates are well below the established goals, (45 percent and 55 percent, respectively). However, the College has achieved nearly 96 percent of the market share benchmark for part-time undergraduates.

In fall 2023 the enrollment of high school students (Indicator 5) increased 30.5 percent above the fall 2022 figure. As early exposure and enrollment of public junior high and high school students to higher education programs and various career paths through programs like Middle College and Early College increase, the College has a very good chance of achieving the established benchmark by fall 2025.

Post-pandemic data showed fewer online course enrollment, but there appears to be an increased interest in courses offered in a hybrid format (Indicators 6a and 6c). Annual enrollment in online credit courses in fiscal 2023 declined one percent below the enrollment in fiscal 2022 (from 27,284 to 27,009) and it was the second decline in as many years. Annual course enrollment in hybrid-taught courses fluctuated over the past four years but rose nearly 14 percent above the previous year's enrollment (from 4,671 to 5,316). Online and hybrid course options continue to be viable instructional methods for many students. However, to actualize consistent growth in online enrollments, the College could consider some niche offerings that reveal demands that cannot be realized some other way. The College will continue to be flexible in its approaches to meet the needs and expectations of its students. At present, the College has achieved 96.2 percent of the benchmark in online course enrollment and 76.6 percent in hybrid enrollment.

More than three-quarters (79.0 percent) of Montgomery College's student body in fall 2023 were nonwhite (Indicator 11a) and 57.4 percent of the county's service area residents who were at least 15 years of age were nonwhite (Indicator 11c). Compared to the previous year, nonwhite representation of full-time faculty and full-time administrative and professional staff increased, respectively from 41.0 percent to 42.7 and from 59.9 percent to 63.2 percent. The College has achieved 90 percent of its nonwhite full-time faculty benchmark and exceeded the benchmark on nonwhite representation of full-time administrative and professional staff.

Noncredit Enrollment
In fiscal 2023, Workforce Development and Continuing Education (WDCE) provided noncredit education, workforce training, and/or credentialing to 17,445 individual students (Indicator 1c), an increase of more than four percent in each of the two previous years. Students 25 years of age and older represented 73.4 percent of enrollment (Indicator Fb) and 54.5 percent of students were nonwhite (Indicator 11b). Online and hybrid course enrollments continued to suffer substantial losses in the past year. Annual enrollment in online courses (Indicator 6b) declined 41.0 percent (from 23,266 to 13,736), and hybrid course enrollment dropped 26.7 percent (from 1,693 to 1,241) compared to the previous year. The return to in-person courses and training has lessened the necessity for the many online offerings that were needed as a consequence of the pandemic.

Given the changes in the mode of instruction and the reality of the enrollments, the benchmarks for these two measures need to be reviewed and revised to realistic achievement levels.

For older adults, 50 years of age and older, courses in continuing education and lifelong learning in fiscal 2023 (Indicator 8) attracted 7,118 unique students and generated 11,740 annual enrollments. Compared to the previous year, this represented a 17.0 percent increase in headcount and an 11.3 percent increase in annual enrollments. The College has achieved 78.2 percent of its benchmark in student headcount and 75.7 percent of the benchmark in annual enrollments. Basic skills and literacy courses (Indicator 9) generated 11,251 annual enrollments with 5,815 individual students, resulting in 3.0 percent fewer enrollments and 17.0 percent more students compared to fiscal 2022. Currently, the College has achieved 80.8 percent of its benchmark in student headcount and 93.8 percent of the benchmark in annual enrollments.

Indicator 10 reflects achievement levels in two adult education programs: Adult Basic Education (ABE) and English for speakers of other languages (ESL). ABE functioning level (Indictor 10a) increased in each of the past three years (from 55.0 to 68 percent). Achievement in at least one ESL educational functioning level steadied at 55.0 percent. The College has surpassed the benchmark in ABE level and achieved 91.7 percent of the benchmark in the ESL level.

Maryland State Plan — Goal 2, Success*: Promote and implement practices and policies that will ensure student success.*

Retention and Academic Preparedness
The fall-to-fall retention rate for first-time degree-seeking students who entered the College in fall 2022 and returned in fall 2023 (Indicator 14) was 67.5 percent, which was unchanged from the retention rate for the previous year's cohort and remained the highest retention rate in four years. Across all cohort groups, Pell Grant recipients had the highest retention rate and students who entered the College with academic deficiencies had the lowest retention. The retention rate for the fall 2022 cohort declined slightly for Pell Grant recipients (from 71.2 percent to 70.0 percent) and college-ready students (69.8 percent to 69.1 percent), while the retention rate for developmental students increased 5.4 percentage points (51.7 percent to 57.1 percent). The College achieved 76.1 percent of the benchmark on the retention rate for developmental completers and achieved 90.0 percent of the benchmark for all students), 92.2 percent for college-ready students, and 93.3 for Pell grant recipients.

Nearly 55 percent of new students who entered Montgomery College in fall 2019 with developmental needs completed their developmental coursework within four years (Indicator 15). The four-year trend showed a decline in developmental coursework completion in each succeeding cohort (from 61.6 percent for the 2016 cohort to 54.6 percent for the 2019 cohort). To circumvent the need for developmental coursework, the college implemented the offering of a co-requisite course structure where some students take combined developmental and college-level courses in math and English. In addition, the College no longer relies solely on course placement scores to determine college readiness. High school GPA and high school transcripts

serve as proxies to determine English and math placement to reduce or eliminate unnecessary coursework for many students. These changes were expected produce measurable increases in the developmental completion metrics. However, the variance between the current performance and the benchmark on this metric has widened. The College will need to revisit its approach on addressing developmental completion and its benchmark within the next few years.

Degree Progress Cohort

The Degree Progress cohort model tracks full- and part-time students who attempted at least 18 credit hours within the first two years of initial enrollment who had graduated, transferred, and/or were persistent four years after entry. The cohort is divided into three groups: college-ready, those who complete developmental course requirements, and those who do not complete developmental course requirements. The most recent cohort group for this analysis entered the College in fall 2019.

A successful persister is defined as a student who had graduated, and/or transferred, or was still enrolled with at least 30 earned credit hours and had earned a minimum cumulative grade point average of 2.0 four years after entry (Indicator 16). The overall successful-persister rate of the fall 2019 cohort was 77.2 percent. College-ready students persisted at a higher rate than students who entered the college with developmental needs and completed developmental coursework in four years. Compared to the previous cohort the overall persistence rate increased more than two points (from 74.8 percent to 77.2 percent), college-ready students increased by less than one point (from 82.9 percent to 83.8 percent), and the persistence rate for developmental completers declined by nearly three points (from 79.3 percent to 76.5 percent). Data by race/ethnicity showed that the persistence rate (Indicator 17) was measurably and consistently higher for Asian students than it was for students in other race/ethnic groups across cohorts. Compared to the previous cohort, the persistence rate for Asian declined nearly two points (from 90.0 percent to 88.1 percent), but increased for all other race/ethnic groups: increased 5.4 points for Hispanic/Latino students (from 69.0 percent to 74.4 percent), 1.4 percent for Black students (71.6 percent to 73.0 percent, and almost one point for White students (77.9 percent to 78.7 percent).

Within four years of entry, 53.3 percent of the fall 2019 cohort graduated and/or transferred (Indicator 18), which was nearly one point above the rate of the previous cohort (52.4 percent). The graduation-transfer rate for college-ready and developmental completers continued to decline and receded from the 70 percent benchmark. The graduation/transfer rate decreased by 3.2 points for college-ready students (from 65.0 percent to 61.8 percent) and 3.9 percent for developmental completers (from 48.8 percent to 44.9 percent). Asian students consistently had higher graduation-transfer rates (Indicator 19) compared to other student groups. The graduation-transfer rate increased across race/ethnic groups except white students: increased less than one point for Black students (from 49.1 percent to 49.7 percent), 1.2 points for Asian students (from 68.2 percent to 69.4), and 4.4 points for Hispanic students (from 43.1 percent to 47.5 percent), while the graduation-transfer rate for White students declined by nearly six points (from 60.6 percent to 54.7 percent) compared to the previous cohort.

Currently, the college has achieved 85 percent to 96.5 percent of the benchmarks on the successful-persister metrics and 64.1 percent to 96.9 of the benchmarks on the graduation-transfer metrics. The disparity in the graduation-transfer rate between college-ready students and developmental completers remains a challenge and likely influenced by the lower percentage of students not completing developmental coursework within four years. The college will continue to keep a close eye on the performance disparities and remain actively engaged in identifying and implementing effective strategies designed to narrow the performance gap. The established benchmarks the College's performance on these success measures will be closely monitored over the next few years.

Graduation and Transfer

Montgomery College awarded 2,705 students a total of 2,874 associate degrees and credit certificates (Indicator 20) in fiscal 2023. Compared to the previous year, there were 172 fewer graduates (-6.0 percent) in fiscal 2023 and 120 fewer awards were conferred (-4.0 percent). The number of degrees awarded in career programs dropped 4.9 percent (from 716 degrees to 678 degrees) and the number of degrees awarded in transfer programs declined 7.5 percent (from 2,077 degrees to 1,921 degrees), while the number of Certificates awarded increased 34.8 percent (from 204 to 275).

Nearly 70 percent (68.3 percent) of fiscal 2022 transfer program graduates transferred within one year of graduation (Indicator 22), which was slightly below the figure for fiscal 2021 transfer program graduates. For Montgomery College students who had earned at least 12 credits within two years before transferring, 88.3 percent achieved a cumulative GPA of 2.0 in the first year of transfer (Indicator 21) at Maryland public four-year colleges and universities. The overall GPA for former Montgomery College students was 3.02, which speaks to the quality education students received at Montgomery College before they transferred.

Currently, the College is 356 shy of its goal on awards and has achieved 89 percent of the established benchmark. First-year GPA and percentage of transfer program graduates within one year of graduation metrics exceeded their respective benchmarks.

Maryland State Plan — Goal 3, Innovation: Foster all aspects of Maryland higher education to improve access and student success

The COVID-19 pandemic put health science programs front and center and their importance has become increasingly more visible. Montgomery College offers three credit health science programs that require licensure/certification examinations for employment (Indicator 23): nursing, physical therapy, and radiologic technology. The results for fiscal 2023 showed that of the 11 candidates who took the radiologic technology licensure exam, 82 percent passed it on the first try, which was the lowest recorded pass rate in four years. One hundred fifty students sat for the nursing exam and 78 percent passed on the first try. This performance was 2.1 points above the previous year's statistic. One hundred percent of the seven candidates who sat for physical therapy certification passed on the first try, which was 20 points higher than the previous year. The pass rates of program graduates who were first-time candidates and passed their respective

licensure/certification examinations on the first try are of significant importance in Maryland. These pass rates have important ramifications for several stakeholders like programs, prospective faculty, as well as current and potential students who may compare institutional pass rates to state and national data. The College exceeded the benchmarks for radiologic technology and physical therapy but was two points shy of the benchmark for nursing.

An important role of the College is to produce a more educated and prepared workforce. Skill development and improvement are the primary goals of many students who seek employment before and after they graduate. Data showed that 67.5 percent of fiscal 2022 Montgomery College graduates were employed within one year of graduation (Indicator 24), which was slightly lower than the previous year's graduates (68.7 percent). The value of a degree was evident when student income data for career program graduates was examined one year before graduation compared to their income three years after graduation (Indicator 25). The data showed that the median annualized income for fiscal 2020 career program graduates three years after graduation was $62,284, which was more than triple the income level one year before graduation ($19,252).

Workforce Development and Continuing Education (WDCE)
WDCE offers access to a wide range of educational opportunities, workforce, and training needs in key areas in Montgomery County's job market that appeal to different interests and goals of students, as well as prospective students and business entities. These opportunities range from basic education to licensure and credentialing. In fiscal 2023 unduplicated continuing education enrollment increased by 4.8 percent. However, the increase in unduplicated enrollment was not evident in the performance indicators (26, 27, and 28) that fall within the state goal of innovation.

The number of students enrolled in continuing education workforce development courses (Indicator 26) decreased by 6.6 percent and annual course enrollments declined by 3.6 percent compared to the previous year. There was a 12.5 percent decline in the number of students enrolled in courses seeking continued government or industry-required certification or licensure (Indicator 27), while annual course enrollments dropped 11.9 percent. Contract training course headcount (Indicator 28) decreased by 12.2 percent and 8.8 percent in annual course enrollments. At present, the College has achieved 44.0 percent to 59.4 percent of the benchmarks that were set for these indicators. Current performance suggests that the benchmarks for these indicators need to be reexamined, in this post-COVID era, with the expectation that student headcount and course enrollments will rebound. In the meantime, WDCE will continue the effective delivery of training and other services to the community and business entities.

Community Outreach and Impact

"Montgomery College will serve as the community's institution of choice to transform the lives of students and Montgomery County." That is the College's vision statement. The College's outreach efforts are broad and impactful.

The face of Montgomery College in the broader Montgomery County community is the outreach done through the operations of the Office of Community Engagement (OCE), which includes three community engagement centers, nonprofit partnerships, community events, and the production of grassroots outreach activities. OCE is the primary connection between the College and residents in underserved and under-represented communities. Through the outreach efforts of OCE, thousands of people from these communities have been served from residents seeking training and job skills to taking advantage of classes and learning opportunities. Engagement in these experiences created important connections between the College and the community with the added potential of improving the earning potential of residents.

Building on the work of the OEC, Montgomery College officially opened the doors of the College's East County Education Center (ECEC), which expanded access to education in the eastern region of Montgomery County and serving as an anchor institution to residents from underserved students and residents in the community. The credit and noncredit classes offered at the ECEC are in fields of interest to prospective students and community members, targeting skill gaps in key industry sectors such as healthcare and IT. Programs offered at the ECEC include allied healthcare, small business/entrepreneurship, cybersecurity, early childhood education, hospitality management, criminal justice, English for speakers of other languages, and WDCE course offerings.

In partnership with the Capital Area Food Bank (CAFB) the College continued to host the popular Mobile Food Market Program on all three campuses that offered fresh, seasonal produce at no cost. CAFB supported the food pantries located on each campus, helped to identify community resources that addressed food insecurities among our students and the residents from the community, and made available resources on health, housing, and other service providers on-site. Relatedly, and under the auspices of the Student Life unit, Montgomery College students, faculty, and community organizations participated in a variety of service learning and civic engagement opportunities including Spirit of Service Days, Manna Food Smart Sacks, Alternative Breaks, and Impact MC. Through Manna Food, for example, Montgomery College students on all three campuses helped over a hundred children every week by providing nutritious meals to needy children and their families who might not have another meal until after the weekend.

Within the past few years, Montgomery College launched the Ascend Parent Initiative, a virtual Family Resource Center, and was accepted in the Inaugural Generation Hope FamilyU Cohort in August 2021. Participation in this initiative is evidence of the College's reaffirmed commitment to student-parents and the transformation of the College into a family-friendly institution. The College has strived to systematically identify student-parents at MC, center and amplify their voices, and ensure that student-parents can easily connect with each other and resources to increase their enrollment, retention, and graduation rates. For its efforts in this space, Montgomery College and three other community colleges were selected by Ascend for funding to further support the College's student-parents success efforts.

In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

Completion rates of the Degree Progress cohort have increased, with rates surpassing the College's goal of 30%. However, there has remained equity gaps. Increasing equitable student retention and completion rates is one of the outcomes of the College's refreshed Strategic Plan. In addition to the initiatives underway, recent changes in leadership and a new Master Plan for Academic Affairs in development, provide opportunities for reimagined and new initiatives.

Embedded academic support is critical to meeting students where they are. Building on the embedded coaching model in place since 2016, there is a more systematic effort to identify high-priority courses and embed coaching in all sections, regardless of format. A grant-funded consultant and development of an Academic Coaching micro-credential are ensuring high-quality and evidence-based coaching. In Fall 2023, the College launched Accudemia, an online platform delivering academic coaching and support services, ensuring students can access when and where it is most beneficial for them.

Accurate course sequencing is critical for progress and completion. Many students self-advise and so require meaningful tools to support them. Building on an initiative to create program advising guides, in addition to course sequencing and learning outcomes, guides now include information about transfer opportunities and career pathways. Faculty are intentionally encouraging student use of the guides and on average 3,000 students a month are viewing them.

Innovative teaching/delivery models support student choice and access, and so completion. The College offers an increasing number of online courses and has newly developed training for faculty in best practices for HyFlex classrooms. The College is also rapidly increasing the number of courses that use only open-access resources, removing financial barriers to students access and success. In Spring 2024, nearly 13,000 students enrolled in at least one such course. A focus on increasing high-impact, experiential, and service-learning experiences, ensures students are engaged and participating in the types of learning that will ensure post-completion success.

Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

The College has over 150 articulation agreements, the majority at the program level, offering clear pathways for students. New goals for the area of strategic alliances and transfer partnerships focus on cultivating high-quality, high-performing partnerships that will provide dedicated scholarship and experiential learning opportunities for MC transfers students.

The College has goals for the percentage of students who transfer within one year of graduating and for their first year GPA, and both metrics consistently exceed the benchmarks set. One of the strategic plan metrics is the transfer rate of students to baccalaureate institutions which is measured as the percentage of Degree Progress cohort who transfer vertically within four years of entering MC. One challenge to setting goals for the success of transfer students is the lack of

data for those transferring to out-of-state or private in-state colleges. A strategic priority ensuring all articulation agreements include data sharing agreements to support better goal setting.

In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

While Montgomery College is one of the most diverse institutions in the country, completion rates reflect more inequity, with Asian and White students completing at higher rates than Black/African American and Hispanic/Latino students. However, the completion rates for both groups have been steadily increasing in recent years and the gap is shrinking.

The biggest challenge to continuing to address the equity gap in completion is to develop programs that are sustainable and can be scaled. Similarly, it is important to ensure that such programs have the knowledge and capacity needed to capture and track the data needed to evaluate their impact. Another challenge is to ensure that the College maintains the balance between offering targeted support to affinity groups and not unintentionally creating access or equity issues for other students. The size of the College can also be a challenge as campuses can at times operate and function separately.

How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

The College ensures our graduates leave with employable skills by aligning curricula with the skills employers are looking for. Customized Light Cast reports identify the defining skills of the occupations that programs map to, and these skills are intentionally integrated into courses. Many programs have advisory boards made up of industry experts who review and recommend curricula changes based on their knowledge of workforce needs, identify experiential learning and employment opportunities, and serve as liaisons to employers and industry/professional organizations. The College Area Review (CAR) assessment process, which is required of all academic areas, requires programs to include information about alignment with professional standards, career opportunities growth analysis, and/or advisory board recommendations.

Many programs have optional or required internship, experiential learning, or apprenticeship opportunities. The College partners with College Central Network to connect students with targeted employment and internship opportunities. The College uses a collaborative approach to providing career planning services to students, combining expertise, resources, and support from Student Employment Services, Counseling/Advising, and academic departments. The College also offers Career Development – a two-credit course designed engage students in a comprehensive career exploration process. Powerful tools available to students include Career Explorer which shows salary ranges and employment data for careers and Career Coach that assesses users interests and strengths and matches them to careers and local job listings. Both tools then also link to related Montgomery College program(s).

Prompt #5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
U.S. Department of Homeland Security	Citizenship and Integration Grant Program	MC Citizenship Preparation Program (U.S. Citizenship and Immigration Services (USCIS)) FY24-FY25	$450,000	10/1/2023	9/30/2025
U.S. Department of Labor	Strengthening Community Colleges Training Grant for Round 2 (SCC2)	Technical Metro Area Pathways (TechMAP)	$1,600,000	10/1/2022	9/30/2026
U.S. Department of Labor via Primary Care Coalition (PCC)	Community Project Funding/Congressionally Directed Spending (Earmark)	Building an Inclusive Workforce: Lifting Underrepresented Communities	$833,856	1/1/2024	11/30/2025
U.S. Department of Education	Basic Needs for Postsecondary Students	Student Health and Wellness (SHaW) Center Social Resource Program: Nourishing the Mind, Body, and Spirit	$973,741	12/31/2021	12/31/2024
U.S. Department of Education	TRIO Education Opportunity Center (EOC)	TRIO EOC FY22-FY26	$1,368,965	9/1/2021	8/31/2026
U.S. Department of Education	TRIO Student Support Services (SSS)	Montgomery College TRIO SSS	$1,397,533	9/1/2020	8/31/2025
U.S. Department of Education	Undergraduate International Studies and Foreign Language Program (UISFL)	International Studies Program - Asian Track (ISPAT)	$214,268	10/1/2023	9/30/2025
U.S. Department of Health and Human Services via Upwardly Global	Refugee Career Pathways (RCP) Program	Upwardly Global Partnership	$100,000	9/30/2021	9/29/2024
U.S. Department of Health and Human Services (HHS) via MD Department of Human Services, Maryland Office for Refugees and Asylees (MD DHS MORA)	English for Speakers of Other Languages (ESOL)	FY24 ESOL	$349,049	10/1/2023	9/30/2024
MD DHS MORA (HHS)	English for Speakers of Other Languages (ESOL)	FY25 ESOL	$355,985	10/1/2024	9/30/2025
MD DHS MORA (HHS)	Vocational Training and Employment Services (VTES)	FY24 VTES	$579,950	10/1/2023	9/30/2024

Funding Source	Program	Project Title	Amount	Start	End
MD DHS MORA (HHS)	Vocational Training and Employment Services (VTES)	FY25 VTES	$708,842	10/1/2024	9/30/2025
U.S. Department of Education via Maryland Department of Labor	Adult ESOL & Literacy Grant Program (AELG)	FY25 AELG	$3,131,346	7/1/2024	6/30/2025
U.S. Department of Education via Maryland State Department of Education	Perkins V	FY25 Perkins	$427,279	7/1/2024	6/30/2025
National Institute of Standards and Technology	Professional Research Experience Program (PREP)	MC NIST PREP Program (FY23-FY28)	$7,461,117	4/1/2023	3/31/2028
National Science Foundation (NSF)	NSF Advanced Technological Education (ATE)	New to ATE: Improving Biopharmaceutical Technician Education with Cell and Gene Therapy Credentials	$349,999	7/1/2022	6/30/2025
NSF	Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM), Track 2	Achieving Upward Socio-Economic Mobility (AUSEM)	$2,471,686	10/15/2023	9/30/2029
NSF via BioQUEST	Research Coordination Network in Undergraduate Biology Education (RCN UBE)	Quantitative Biology in Community Colleges (QB@CC)	$144,923	9/1/2019	8/31/2024
NSF via Hobart and William Smith Colleges	Enabling Partnerships to Increase Innovation Capacity (EPIIC)	Collaborative Research: EPIIC: EmpowerED -- Building the Future Workforce Together	$400,000	10/1/2023	9/30/2026
NSF via Mount St. Mary's University	Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM)	Community College Collaboration in STEM (C3STEM)	$26,558	10/1/2020	9/30/2025
NSF via Occidental College, Center for Undergraduate Research in Mathematics (CURM)	CURM Mini-Grant	CURM Mini-Grant	$7,300	6/1/2024	6/30/2025
NSF via University of Maryland, Baltimore County	Improving Undergraduate STEM Education: Education and Human Resources (IUSE: EHR)	Collaborative Research: Institutional & Community Transformation for Teaching & Learning Quantitative Reasoning in Biological Sciences	$250,000	10/1/2018	9/30/2023 (NCE to 9/30/2024)
NSF via University of Maryland	Experiential Learning for Emerging and Novel Technologies (ExLENT), Beginnings Track	Collaborative Research: Beginnings: Democratizing Experiential Education for Microelectronics (DREEM)	$375,000	10/1/2023	9/30/2026

MONTGOMERY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	3301		1903		764		634	
2	Number attempting fewer than 18 hours over first 2 years	1053		449		194		410	
3	Cohort for analysis (Line 1 – Line 2)	2248	100.0%	1454	100.0%	570	100.0%	224	100.0%
4	Earned Associate degree from this community college	620	27.6%	504	34.7%	114	20.0%	2	0.9%
5	Earned certificate, but no degree, from this community college	7	0.3%	3	0.2%	1	0.2%	3	1.3%
6	Total associate and certificate graduates (Line 4 + Line 5)	627	27.9%	507	34.9%	115	20.2%	5	2.2%
7	Transferred to Maryland two-year/technical college	33	1.5%	14	1.0%	11	1.9%	8	3.6%
8	Transferred to Maryland public four-year college	851	37.9%	672	46.2%	168	29.5%	11	4.9%
9	Transferred to Maryland private four-year college or university	17	0.8%	12	0.8%	4	0.7%	1	0.4%
10	Transferred to out-of-state two-year/technical college	23	1.0%	10	0.7%	7	1.2%	6	2.7%
11	Transferred to out-of-state four-year college or university	176	7.8%	119	8.2%	42	7.4%	15	6.7%
12	Total transfers (sum of Lines 7 - 11)	1100	48.9%	827	56.9%	232	40.7%	41	18.3%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	528	23.5%	436	30.0%	91	16.0%	1	0.4%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	1199	53.3%	898	61.8%	256	44.9%	45	20.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	407	18.1%	265	18.2%	128	22.5%	14	6.3%
16	Successful transition to higher ed (Line 14 + Line 15)	1606	71.4%	1163	80.0%	384	67.4%	59	26.3%
17	Enrolled at this community college last term of study period	130	5.8%	55	3.8%	52	9.1%	23	10.3%
18	Successful or persisting (Line 16 + Line 17)	1736	77.2%	1218	83.8%	436	76.5%	82	36.6%

7/2/13

MONTGOMERY COLLEGE
2024 ACCOUNTABILITY REPORT

Student & Institutional Characteristics *(not Benchmarked)*

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

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	20,037	17,284	17,137	17,780
	b. Percent of students enrolled part time	65.6%	66.4%	67.2%	65.6%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	33.5%	32.3%	34.9%	34.2%

		FY 2020	FY 2021	FY2022	FY2023
C	Credit students who are first-generation college students (neither parent attended college)	*	49.6%	*	*

		FY 2020	FY 2021	FY2022	FY2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	7,216	5,481	4,674	4,678

		FY 2020	FY 2021	FY2022	FY2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	52.2%	48.6%	44.6%	50.8%
	b. Receiving Pell grants **	24.5%	22.9%	22.4%	22.7%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older				
	a. Credit students	27.4%	27.2%	24.6%	22.6%

		FY 2020	FY 2021	FY 2022	FY2023
	b. Continuing education students	74.0%	76.2%	75.4%	73.4%

		FY 2020	FY 2021	FY2022	FY2023
G	Credit students employed more than 20 hours per week	*	32.2%	*	*

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	26.1%	26.4%	28.0%	29.0%
	b. Black/African American only	26.4%	26.5%	25.2%	25.4%
	c. American Indian or Alaskan native only	0.2%	0.2%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.2%	0.1%
	e. Asian only	12.4%	12.5%	12.3%	12.8%
	f. White only	21.9%	20.7%	19.7%	19.0%
	g. Multiple races	3.5%	3.6%	3.9%	3.9%
	h. Foreign/Non-resident alien	9.0%	9.7%	10.2%	9.3%
	i. Unknown/Unreported	0.4%	0.3%	0.3%	0.2%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	12.0%	11.9%	13.5%	12.6%
	b. Enrolled in some, but not all, distance education	24.9%	26.9%	25.9%	26.9%
	c. Not enrolled in any distance education	63.1%	61.2%	60.6%	60.4%

		FY 2020	FY 2021	FY 2022	FY2023
J	Unrestricted revenue by source				
	a. Tuition and fees	30.3%	28.6%	25.2%	23.6%
	b. State funding	16.0%	16.6%	19.5%	22.8%
	c. Local funding	52.1%	54.0%	54.8%	52.0%
	d. Other	1.6%	0.9%	0.5%	1.6%

MONTGOMERY COLLEGE
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		FY 2020	FY 2021	FY2022	FY2023	
K	Expenditures by function					
	a. Instruction	33.1%	34.7%	33.9%	33.4%	
	b. Academic support	17.0%	17.3%	18.0%	18.5%	
	c. Student services	12.7%	13.1%	12.7%	12.7%	
	d. Other	37.2%	34.9%	35.4%	35.4%	

		FY 2020	FY 2021	FY2022	FY2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	49,168	42,915	39,757	40,342	**44,528**
	b. Credit students	28,946	27,840	24,085	23,916	**26,975**
	c. Continuing education students	21,598	15,944	16,644	17,445	**18,641**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	38.7%	31.5%	30.9%	32.9%	**45.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time undergraduates	69.6%	67.2%	68.5%	71.8%	**75.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
4	Market share of recent, college-bound high school graduates	48.9%	48.6%	39.3%	41.3%	**55.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	1,532	1,472	1,506	1,965	**2,050**

		FY 2020	FY 2021	FY2022	FY2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	26,551	30,169	27,284	27,009	**28,062**
	b. Continuing education, online	5,040	31,261	23,266	13,736	**1,200**
	c. Credit, hybrid	4,381	5,810	4,671	5,316	**6,938**
	d. Continuing education, hybrid	521	2,635	1,693	1,241	**2,400**

		FY 2021	FY 2022	FY2023	FY2024	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$5,322	$5,322	$5,322	$5,394	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	55.1%	54.2%	53.0%	52.5%	**57.0%**

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

		FY 2020	FY 2021	FY2022	FY2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	7,193	5,626	6,082	7,118	**9,100**
	b. Annual course enrollments	12,361	10,812	10,546	11,740	**15,500**

		FY 2020	FY 2021	FY2022	FY2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	5,828	4,673	5,431	5,815	**7,200**
	b. Annual course enrollments	9,730	10,125	11,601	11,251	**12,000**

MONTGOMERY COLLEGE
2024 ACCOUNTABILITY REPORT

	FY 2020	FY 2021	FY2022	FY2023	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	51.0%	55.0%	61.0%	68.0%	**45.0%**
b. At least one ESL educational functioning level	70.0%	55.0%	55.0%	55.0%	**60.0%**
Note: Not reported if < 50 students in the cohort					

11	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	75.9%	77.1%	78.3%	79.0%	**80.0%**

	FY 2020	FY 2021	FY2022	FY2023	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	59.8%	52.0%	53.0%	54.5%	**65.0%**

	July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	55.3%	55.6%	56.7%	57.4%	**NA**

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	39.0%	36.4%	41.0%	42.7%	**47.4%**

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	59.2%	58.9%	59.9%	63.2%	**62.5%**

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	64.2%	62.4%	67.5%	67.5%	**75.0%**
b. Pell grant recipients	68.6%	69.5%	71.2%	70.0%	**75.0%**
b. Developmental students	58.5%	51.1%	51.7%	57.1%	**75.0%**
c. College-ready students	70.8%	64.0%	69.8%	69.1%	**75.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	61.6%	59.3%	59.0%	54.6%	**80.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	87.6%	85.8%	82.9%	83.8%	**90.0%**
b. Developmental completers	77.5%	80.0%	79.3%	76.5%	**90.0%**
c. Developmental non-completers	34.5%	33.7%	31.3%	36.6%	**NA**
d. All students in cohort	72.7%	75.3%	74.8%	77.2%	**80.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	79.5%	79.4%	77.9%	78.7%	**NA**
b. Black/African American only	66.0%	71.5%	71.6%	73.0%	**NA**
c. Asian only	84.1%	86.2%	90.0%	88.1%	**NA**
d. Hispanic/Latino	69.9%	71.5%	69.0%	74.4%	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

MONTGOMERY COLLEGE
2024 ACCOUNTABILITY REPORT

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	70.0%	68.0%	65.0%	61.8%	**70.0%**
	b. Developmental completers	49.1%	51.7%	48.8%	44.9%	**70.0%**
	c. Developmental non-completers	17.4%	15.4%	16.6%	20.1%	**NA**
	d. All students in cohort	49.5%	52.8%	52.4%	53.3%	**55.0%**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	60.9%	57.8%	60.6%	54.7%	**NA**
	b. Black/African American only	45.3%	51.7%	49.1%	49.7%	**NA**
	c. Asian only	62.9%	64.3%	68.2%	69.4%	**NA**
	d. Hispanic/Latino	41.7%	46.3%	43.1%	47.5%	**NA**
	Note: Not reported if < 50 students in the cohort for analysis					

		FY 2020	FY 2021	FY2022	FY2023	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	3,028	3,137	2,994	2,874	**3,230**
	b. Career degrees	696	644	713	678	**NA**
	c. Transfer degrees	2,108	2,294	2,077	1,921	**NA**
	d. Certificates	224	199	204	275	**NA**
	e. Unduplicated graduates	2,903	3,020	2,877	2,705	**NA**

		AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	90.1%	88.1%	87.7%	88.3%	**85.0%**

		FY 2019 Graduates	FY 2020 Graduates	FY2021 Graduates	FY2022 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	68.0%	69.6%	69.9%	68.3%	**65.0%**

		FY 2020	FY 2021	FY2022	FY2023	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. Radiologic Technology	100.0%	90.0%	93.8%	82.0%	**75.0%**
	Number of Candidates	13	20	16	11	
	b. Nursing	92.4%	85.6%	75.9%	78.0%	**80.0%**
	Number of Candidates	131	184	145	150	
	c. Physical Therapy	100.0%	75.0%	80.0%	100.0%	**85.0%**
	Number of Candidates	18	16	10	7	
	Note: Not reported if <5 candidates in a year					

		FY 2019 Graduates	FY 2020 Graduates	FY2021 Graduates	FY2022 Graduates	Benchmark Not Required
24	Graduates employed within one year	62.5%	62.4%	68.7%	67.5%	**NA**

		FY 2017 Graduates	FY 2018 Graduates	FY2019 Graduates	FY2020 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$18,816	$19,580	$18,572	$19,252	**NA**
	b. Median annualized income three years after graduation	$43,708	$45,988	$48,620	$62,284	**NA**

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	FY 2020	FY 2021	FY2022	FY203	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	9,831	5,710	5,936	5,542	**12,600**
b. Annual course enrollments	20,112	11,656	12,720	12,257	**23,800**

	FY 2020	FY 2021	FY2022	FY2023	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	4,569	3,140	3,589	3,141	**6,060**
b. Annual course enrollments	10,987	7,507	6,373	5,614	**12,700**

	FY 2020	FY 2021	FY2022	FY2023	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,398	3,075	3,211	2,818	**5,600**
b. Annual course enrollments	10,479	7,447	7,811	7,131	**12,000**

Note: NA designates not applicable

PRINCE GEORGE'S COMMUNITY COLLEGE
MARYLAND HIGHER EDUCATION COMMISSION
2024 PERFORMANCE ACCOUNTABILITY REPORT

MISSION

Prince George's Community College provides high-quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to holistic personal development, professional advancement, and economic prosperity.

INSTITUTIONAL ASSESSMENT

Prince George's Community College (PGCC) offers high-quality instruction and student support services in both credit and noncredit (i.e., continuing education (CE)) programs while giving students access to an affordable college education. Credit and noncredit courses and programs are offered at our main campus in Largo, as well as at five degree and extension centers: Joint Base Andrews, Skilled Trades Center, University Town Center, Westphalia Training Center, and Laurel College Center, which is designated as a Regional Higher Education Center. Beyond our physical campuses, Prince George's Community College provides students with greater flexibility to achieve their educational goals through online classes offered in various formats, including asynchronous, hybrid, and structured remote choices.

Goal 1. Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

Over the last year, Prince George's Community College has continued to make strides in a few key areas related to student access.

- Market Share of First-Time, Full-Time Freshmen (36.2% in FY23 compared to the 32% FY25 target) and Market Share of Part-Time Undergraduates (69.5% in FY23 compared to the 61% FY25 target) (Metric 2 and 3) continue to trend up due to efforts of our dual enrollment initiatives and outreach from our College and Career Transition team.
- PGCC's credit online and continuing education online enrollments have also continued to exceed the 16,300 and 1,600 FY25 targets by more than 250% (Metrics 6a and 6b). This is largely due to the continued interest in online educational modalities following COVID-19.
- The college also remains below the 50% benchmark at 47.5% the college's tuition and mandatory fees (Metric 7). By maintaining low costs to our students, we help reduce financial barriers, allowing more individuals to pursue their academic and career goals.
- We continue to serve the traditionally under-represented populations in our service area, exceeded the 92% benchmark for the percent nonwhite credit enrollment for the fifth year in a row (Metric 11a).
- Our staff continues to mirror the student population and the service area population with 82.3% of full-time administrative and professional staff being minorities (Metric 13).

Despite these areas of success, we face challenges in enrollment, which has not rebounded since the pandemic. The Annual Unduplicated Headcount is currently at 72.4% (25,416) of the college's goal of 35,100 headcounts (Metric 1a). Within that enrollment breakdown, we face shortages in Credit Hybrid (529 enrollments) and Continuing Education Hybrid (375 enrollments) courses (Metrics 6c & 6d) as well as Enrollment in Continuing Education Community Service and Lifelong Learning (3,331) (Metric 8a) and CE Basic Skills and Literacy Courses (3,527 unduplicated headcount) (Metric 9a).

PGCC is working to improve performance for these metrics through an Appreciative Advising model. This model focuses on making a positive first impression, build rapport and create a safe and welcoming space for students. Further, programs such as Women of Wisdom (WOW), that strives to empower female students by providing mentorship, academic support, and leadership opportunities, creating a supportive community that encourages persistence and success. A similar program, Diverse Male Student Initiative (DMSI), focuses on the retention and success of male students of color through mentoring, academic advising, and skill-building workshops, addressing the unique challenges they face, were implemented to address the needs of our student body.

The Recruitment and Admissions team has redesigned their recruitment approach via an enhanced enrollment funnel within our existing Recruit software system. As such, recruitment and Coast Advisors within high schools are utilizing a new-found database to track the engagement, enrollment, and registration of students across local high schools and assigned territories. Notably, admissions staff have updated target goals for Prince Georges County Public Schools (PGCPS) and assigned territories.

In collaboration with Prince George's County Councilmember Edward Burroughs III, PGCC introduced the Local Impact Grant program during the 2023-2024 academic year. This program provides full or partial scholarship awards covering tuition and mandatory fees for credit, CE, certification, workforce development, and senior adult programming courses for residents of Prince George's County District 7 and 8. 201 students have received grants from this program, totaling $313,783 in FY24 disbursements.

We have also engaged in continuous optimizations in our digital campaigns. The strategic use of marketing and high-performing social media platforms has significantly improved our click-through rates, capturing and converting our target audience more effectively. Video marketing has shown exceptional results and with new video data expected soon, we anticipate further improvements. Our focus on engaging video content aligns with consumer preferences for both credit and CE, boosting engagement rates and driving higher interaction levels. As such, PGCC's enrollment in continuing education will also benefit from these adjustments.

Goal 2. Student Success: Promote and implement practices and policies that will ensure students success.

In the area of student success, PGCC has shown excellent results in preparing students to be successful when they transfer to a four-year institution. First-Year GPA of 2.0 or above has consistently hovered around the FY25 goal of 85%. In FY23 84.4% of transfer students had a GPA of 2.0 or above in their first year (Metric 21). We believe that much of this success is due to the High Impact Practices (HIPs) faculty utilize in the classroom and the articulation agreements we establish with neighboring institutions.

Despite this success, we continue to face challenges in the Graduation Transfer Rate After Four Years (Metric 18) and the Graduation Transfers Within One Year (51.8% in FY22 with a benchmark for FY24 of 85.0%) (Metric 22). PGCC has made some progress in the College-Ready Students (FY23 metric is 45.7%, which is 14.3 percentage points below the 60.0% benchmark) (Metric 18a). Developmental Completers, however, are predictably changing the most slowly 28.2%, 28.8 percentage points less than the 57.0% benchmark (Metric 18b).

PGCC is investing heavily in improving transfer rates and performance at four-year institutions by establishing an Office of Transfer Services, investing in High Impact Practices (HIPs), professional development for faculty, quality online courses, and a co-requisite developmental education model). In 2018, PGCC established the Office of Transfer Services in order to centralize management of articulation agreements and execute the intent of the Maryland Transfer with Success Act. This office has successfully set up articulation agreements with Bowie State University (BSU) for 9 pathway programs. We have started working with the University of Maryland, College Park (UMD) on a comprehensive articulation agreement of 13 limited enrollment programs (LEP). We have also changed the mix of AAS, AS, and AA degrees to prepare students both for transfer and entry into the workforce.

In addition to working directly on articulation agreements, PGCC revamped its professional development program for online faculty in FY24, shifting from an in-house quality rubric to using Quality Matters, an external peer-reviewed rubric. This change allowed for a broader range of workshop opportunities and an asynchronous course experience tailored to the faculty's teaching methods. By spring 2024, a record-breaking 140 faculty members had undergone training, boosting the proportion of qualified online instructors from 73% to 93%. We anticipate this shift will close the gap between multiple measures and benchmarks.

Improving course quality in addition to utilizing HIPs, has significantly improved the pedagogy of faculty in the classroom. HIPs provide an enhanced learning experience, intentional execution of learning outcomes, and greater opportunities for student success by building in meaningful student engagement, equity, moments of reflection, and quality.

In order to assist our most at-risk population, students with developmental needs, we have established a co-requisite model for Math and English offerings. This model allows students to begin their credit-level Math & English courses within their first semester. Through our co-requisite course offerings, students enroll directly into their college-level course and receive academic support through a corresponding co-requisite support course.

These initiatives will also support retention rates for College Ready Students needing 13.1 percentage points over the next year to meet the 74.0% benchmark (Metric 14d). And Successful-persister rates in Developmental completers who have a 93.0% benchmark, the college is currently at 58.1%, which is 34.9 percentage points less the benchmark (Metric 16b).

Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Prince George's Community College provides its students with the opportunity to acquire and develop employable skills during their duration. Prior to graduation, students receive course instruction from subject matter experts to gain conceptual knowledge. Students are evaluated through assignments and assessments to demonstrate skill mastery. Graduates will be well-positioned to enter the workforce; change careers; and elevate within their chosen career pathway. Three programs requiring licensure/certification performing at rates that will meet or exceeded their benchmarks by FY25:

- Respiratory Therapy (FY23: 100%, FY25 target: 100%) (Metric 23e)
- Paramedic (FY23: 91.7%, FY25 target: 90%) (Metric 23f)
- Medical Assisting (FY23: 94.4%, FY25 target: 90.0%) (Metric 23g)

Other licensure programs in Metric 23 such as, Health Information Management (20%), Nuclear Medicine (57.1%), Nursing (81.9%), Radiography (85.0%), and Surgical Technology (14.3%) face some barriers to hitting the 90% passing rate target. Health Information Management, Nuclear Medicine, and Surgical Technology all have low enrollments, which amplify the impacts of one or two students not passing the exams.

The college has observed a reluctancy to take the exam. Students wait for several months post-graduation to take the exam which negatively impacts their ability to pass. PGCC is taking an intentional effort with the current and all future cohorts for 100% of students to participate in taking their respective national board exams (especially for the Surgical Technology program). All faculty will embed a focus on exam level questions and critical skill enhancement within their lesson plans. Program coordinators are advising students to participate in the mock exams where applicable prior to graduation. And an endowed fund under the PGCC Foundation will reimburse the cost of the respective program's exam licensures exams up to $200 for students who successfully pass the exam on the first attempt within 60 days of graduation/program completion. In addition, the Nuclear Medicine Technology program is launching a full review of exam results to learn if students are weaker in certain content areas. The program is also adding a comprehensive review during the second year to prepare students for the exam.

In Nursing, faculty have been proactive in addressing board pass rates, especially with the transition to the Next Generation N-CLEX (NGN). Funding was secured to purchase necessary subscriptions access to *Nurse Achieve* for students in the graduating classes during the spring 23, fall 23 and spring 24 semesters. This provided students with individual practice opportunities with all new NGN item types, assessment data of performance and provided options for remediation.

CE is another area where PGCC is infusing energy to improve outcomes. While our enrollment in CE (metric 1c) is beginning to recover from the COVID-19 pandemic, we still have work to do in the areas CE workforce development courses (Metric 26), continuing professional education leading to government or industry-required certification or licensure, (Metric 27) and contract training courses (Metric 28). CE workforce development courses reported 4,640 headcount in FY23 with a target of 10,600 for FY25 (Metric 26a). This maps to 8,223 course enrollments in FY23 with a target of 16,700 (Metric 26b). CE leading to government or industry-required certification or licensure is doing somewhat better with 2,278 unduplicated headcounts, up 10% from last fiscal year, we will need an additional 1,622 enrollee's (or 41.6%) to be on track with meeting this benchmark of 3,900 (Metric 27a). Similarly, for annual course enrollments (Metric 27b) the college is up 18.3% for the previous year, at 3,499 course enrollments, however we are not on track of meeting the 5,900 benchmark. Enrollment in contract training courses (Metric 28a-28b) are lagging the most and 27a-27b) is also not on track to meet the benchmarks for unduplicated annual headcount reporting 915 students. This metric needs an additional 4,385 to meet the 5,300 benchmark for (Metric 28a). And an additional 10,398 Annual course enrollments to make the 12,800 benchmark, currently reporting 2,402 enrollments (Metric 28b).

Efforts to infuse energy into continuing education include a comprehensive marketing plan and improved advising. In addition, the college is developing a payment plan and working with the vendor, NelNet. We are also expanding scholarships available for Maryland high school graduates or GED recipient eligible for in-state tuition.

COMMUNITY OUTREACH AND IMPACT

College and Career Transitions. This grant from Prince George's County enables PGCC to offer community programs for low-income families, homeless youth, first-time non-violent felony offenders, county residents between the ages of 14 and 24, as well as elementary and middle school students. The programs we offer to these populations include a SNAP program, training and education to break intergenerational poverty, education that leads to expunging a convict's record, workforce development, and youth camps. These initiatives are largely funded by the state or the county and represent a significant investment in the education and development of the community.

Public Safety Partnerships with Prince George's County. PGCC has a series of different initiatives it partners with local public safety agencies. Cadets who complete their training at Prince George's Municipal Police Academy can enter PGCC with 32 completed credits towards an associate's degree. In addition, our public safety office partners with local municipalities to offer safety trainings and offer opportunities for internships at the college. Our community partnerships are wide-spread and provide a positive presence for PGCC within the county.

INSTITUTIONAL RESPONSE TO THE COMMISSION'S PROMPTS

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

Diverse Male Student Initiative/Women of Wisdom (DMSI/WOW): This initiative, which is grant funded, expands academic and non-academic support to Black American men and women to enhance persistence, retention and completion rate of students. Support includes scholarships and various enrichment opportunities promoting academic and personal growth, including college tours, tutoring sessions, cultural excursions, community service initiatives, and conference presentation opportunities. The goal of the grant was to serve 600 students in an effort to increase their engagement and by association, increase retention and completion rates. As of the end of the 2023-2024 academic year, over 700 students participated in these two programs. The students who participated in DMSI and WOW also retained at higher rates than those who did not participate. The overall retention rate for the college in FY22 was 57% (Metric 14) but was 70.5% among DMSI/WOW participants. As this program continues to expand, we expect the retention and completion rates will continue to grow.

Co-requisite math and English: As described in Goal 2, PGCC has introduced a co-requisite model for first year math and English. Initially piloted in Spring 2018 for math, this co-requisite model showed students passing first-year math at higher rates than the previous remedial model used at PGCC. As a result of the pilot, PGCC decided to scale the initiative and include both introductory math and English courses in the co-requisite model. This evidence-based initiative empowers students to succeed by providing wrap-around supports that improve their study habits. They also provide the student with additional supports that are tailored to each student's need. While the larger scale implementation of the co-requisite model is only in its first year of execution, we expect to see more successful completion by more students.

Appreciative Advising: Another peer-reviewed best practice in higher education is the appreciative advising model that delivers high quality advising services that center around high-touch collaborative activities. This approach involves connecting with students and then co-creating solutions based on the student's hopes and dreams.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

PGCC's goal is that 100% of our students in transfer degree programs of study will transfer into four-year institutions as juniors. Goals are identified and measured through the colleges strategic planning process. The strategic plan project *Transfer Rate for Transfer Program Graduates* established academic and career pathway advisors focusing on the Academic and Career Pathway programs (A.A.S.), and Academic Transfer Pathway Advisors (ATPA) focusing on the Academic Transfer Pathway programs (A.A., A.S., A.A.T). ATPAs advise specifically on graduation and transfer while providing additional support to students and faculty within the departments to facilitate specialized programs such as: early advising pathway weeks, college tours, articulation guidance, and check-ins at 15, 30, 45, and 60 credits.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

Trend data indicates that students in lower income categories were less likely to graduate from PGCC within three years, on average. The biggest challenges have been identifying what populations are not performing as well and what barriers are preventing them from succeeding. The college is attempting to identify and eliminate these gaps by partnering with Moon Shot for Equity, a collaborative headed by the Education Advisory Board. This initiative helps institutions better understand and bridge the equity gaps our students face relating to completion. It also helps institutions tailor support services such as tutoring, coaching, advising, and mentoring, for an improvement in student retention and completion rates. We have managed to identify and systematically reduce the number of holds that prevent students from re-enrolling.

Further, many of our students face significant economic and personal challenges, including financial instability, work commitments, and family responsibilities. Grants such as the Student Support Services/TRIO provide comprehensive support services for first-generation, low-income, and disabled students, including tutoring, counseling, scholarships, and academic advising, which enhances their chances of academic success.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

Prince George's Community College provides its students with the opportunity to acquire and develop employable skills during their matriculation at the college. In addition to mentorship from faculty, PGCC also provides students with career decision-making and employable skills development resources through their First Year Experience Planning for Academic Success Course. Vocational Support Services (VSS) Workshops are also offered to students enrolled in Career and Technical Education (CTE) programs. Students are encouraged to engaged with VSS advisors and to attend workshops to further develop employable skills.

Finally, PGCC provides its credit and CE students with experiential learning opportunities through apprenticeships, clinicals, cooperative education experiences, culminating experiences fieldwork, field experiences, industry/organization/agency-based experiences, internships, practicums, and service learning. The college has more than 40 programs of study that have experiential learning embedded as a requirement or as an elective. The College's goal is to expand the percentage of programs with industry-recognized credentials (IRC) to 90%. Students have acquired experiential learning opportunities through program placement, matching/referrals with industry partners and advisory board members, self-sought/acquired means, and by attending and participating in career fairs coordinated by the Office of Career Development and Internships.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
U.S. Department of Education	Student Support Services	Student Support Services	$440,388.00	9/1/2020	8/31/2025
U.S. Department of Education	Predominantly Black Institution	Predominantly Black Institution	$3,750,000.00	10/1/2021	9/30/2026
U.S. Department of Education	Upward Bound	Prince George's Community College Upward Bound Program	$889,913.00	9/1/2022	8/31/2027
U.S. Department of Education	Veterans Upward Bound	Prince George's Community College Veterans' Upward Bound Program	$589,423	10/1/2022	9/30/2027
National Security Agency	2024 GenCyber - Prince George's Community College	2024 GenCyber - Prince George's Community College	$127,983.00	7/1/2023	7/31/2025
National Science Foundation	Promoting Achievement and Diversity in Economics (PADE)	Promoting Achievement and Diversity in Economics (PADE)	$85,998.00	9/1/2023	8/31/2025
U.S. Department of Transportation	FY23 Commercial Motor Vehicle Operator Safety Training Program (CMVOST)	FY23 Commercial Motor Vehicle Operator Safety Training Program (CMVOST)	$173,640.00	9/28/2023	9/30/2025
National Aeronautics & Space Administration	Establishing STEM Majors at Prince George's Community College	Establishing STEM Majors at Prince George's Community College	$1,194,132.00	10/1/2023	9/30/2026
U.S. Department of Labor (DOL)	Pathways to Careers in Transportation	Pathways to Careers in Transportation	$874,000.00	TBD	TBD

Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	1814		733		443		638	
2 Number attempting fewer than 18 hours over first 2 years	522		164		42		316	
3 Cohort for analysis (Line 1 – Line 2)	1292	100.0%	569	100.0%	401	100.0%	322	100.0%
4 Earned Associate degree from this community college	267	20.7%	184	32.3%	70	17.5%	13	4.0%
5 Earned certificate, but no degree, from this community college	25	1.9%	12	2.1%	10	2.5%	3	0.9%
6 Total associate and certificate graduates (Line 4 + Line 5)	292	22.6%	196	34.4%	80	20.0%	16	5.0%
7 Transferred to Maryland two-year/technical college	35	2.7%	18	3.2%	7	1.7%	10	3.1%
8 Transferred to Maryland public four-year college	100	7.7%	72	12.7%	20	5.0%	8	2.5%
9 Transferred to Maryland private four-year college or university	2	0.2%	2	0.4%	0	0.0%	0	0.0%
10 Transferred to out-of-state two-year/technical college	16	1.2%	6	1.1%	6	1.5%	4	1.2%
11 Transferred to out-of-state four-year college or university	40	3.1%	19	3.3%	10	2.5%	11	3.4%
12 Total transfers (sum of Lines 7 - 11)	193	14.9%	117	20.6%	43	10.7%	33	10.2%
13 Graduated from this college and transferred (Line 6 ∏ Line 12)	64	5.0%	53	9.3%	10	2.5%	1	0.3%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	421	32.6%	260	45.7%	113	28.2%	48	14.9%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	288	22.3%	150	26.4%	99	24.7%	39	12.1%
16 Successful transition to higher ed (Line 14 + Line 15)	709	54.9%	410	72.1%	212	52.9%	87	27.0%
17 Enrolled at this community college last term of study period	48	3.7%	13	2.3%	21	5.2%	14	4.3%
18 Successful or persisting (Line 16 + Line 17)	757	58.59%	423	74.3%	233	58.1%	101	31.4%

Prince George's Community College
2024 ACCOUNTABILITY REPORT

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

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	11,376	10,607	10,276	10,552
	b. Percent of students enrolled part time	69.2%	70.3%	71.2%	71.3%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	24.5%	14.1%	32.7%	38.0%

		FY 2020	FY 2021	FY 2022	FY 2023
C	Credit students who are first-generation college students (neither parent attended college)	51.7%	51.7%	44.9%	51.8%

		FY 2020	FY 2021	FY 2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5,662	2,477	2,641	3,214

		FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	45.6%	39.2%	65.7%	42.5%
	b. Receiving Pell grants (excluding high school students)	37.2%	34.6%	37.1%	37.0%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older				
	a. Credit students	34.0%	39.0%	30.9%	28.5%

		FY 2020	FY 2021	FY 2022	FY 2023
	b. Continuing education students	76%	71.9%	81.9%	82.1%

		FY 2020	FY 2021	FY 2022	FY 2023
G	Credit students employed more than 20 hours per week	49.2%	49.2%	40.7%	40.7%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	14.9%	16.5%	18.2%	19.1%
	b. Black/African American only	66.5%	64.0%	61.2%	58.7%
	c. American Indian or Alaskan native only	0.3%	0.3%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	4.2%	3.9%	3.6%	3.4%
	f. White only	3.6%	3.8%	4.7%	3.7%
	g. Multiple races	3.5%	4.0%	3.6%	3.4%
	h. Foreign/Non-resident alien	3.1%	2.5%	2.2%	2.9%
	i. Unknown/Unreported	3.9%	5.0%	6.2%	8.5%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	94.8%	53.2%	49.9%	43.8%
	b. Enrolled in some, but not all, distance education	2.1%	29.2%	29.8%	33.7%
	c. Not enrolled in any distance education	3.1%	17.6%	20.3%	22.4%

		FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source				
	a. Tuition and fees	34.3%	31.0%	25.4%	28.8%
	b. State funding	26.6%	31.6%	30.7%	34.0%
	c. Local funding	37.3%	36.4%	36.4%	35.0%
	d. Other	1.8%	1.0%	7.5%	2.3%

		FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function				
	a. Instruction	31.9%	33.8%	34.1%	31.8%
	b. Academic support	22.4%	22.1%	20.6%	19.5%
	c. Student services	7.7%	7.3%	7.1%	7.3%
	d. Other	38.0%	36.7%	38.2%	41.4%

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	33,280	24,774	23,601	25,416	**35,100**
	b. Credit students	16,812	16,951	14,778	14,871	**17,400**
	c. Continuing education students	17,130	9,601	9,383	11,078	**19,000**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	29.2%	33.2%	31.2%	36.2%	**32.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time undergraduates	53.1%	65.7%	68.2%	69.5%	**61.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	26.8%	34.6%	26.5%	28.7%	**33.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	1,906	1,807	2,012	2,177	**2,417**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	17,340	72,360	46,462	42,229	**16,300**
	b. Continuing education, online	1,527	19,770	8,581	5,381	**1,600**
	c. Credit, hybrid	1,853	602	590	529	**750**
	d. Continuing education, hybrid	320	111	733	375	**950**

		FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,670	$4,670	$4,880	$4,880	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	48.4%	47.6%	48.6%	47.5%	**50.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	5,382	1,633	2,641	3,331	**6,200**
	b. Annual course enrollments	34,208	6,626	12,538	13,743	**35,200**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	5,769	5,032	2,746	3,527	**6,200**
	b. Annual course enrollments	9,390	8,324	5,075	7,520	**10,000**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	9.3%	11.4%	15.0%	21.7%	**40.0%**
	b. At least one ESL educational functioning level	21.2%	5.1%	56.1%	57.9%	**43.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Benchmark Fall 2025**
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	96.1%	95.9%	94.9%	95.8%	**92.0%**

		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**Benchmark FY 2025**
	b. Percent nonwhite continuing education enrollment	88.8%	90.8%	87.9%	87.4%	**92.0%**

		July 2020	**July 2021**	**July 2022**	**July 2023**	**Benchmark Not Required**
	c. Percent nonwhite service area population, 15 or older	87.0%	87.2%	88.0%	88.2%	**NA**

		Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Benchmark Fall 2025**
12	Percent minorities (nonwhite) of full-time faculty	54.1%	54.7%	54.5%	57.4%	**62.0%**

		Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Benchmark Fall 2025**
13	Percent minorities (nonwhite) of full-time administrative and professional staff	78.7%	78.3%	79.9%	82.3%	**77.0%**

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	54.8%	57.0%	53.7%	57.0%	**65.0%**
b. Pell grant recipients	57.6%	57.1%	50.5%	59.4%	**62.0%**
c. Developmental students	47.3%	47.5%	53.7%	47.9%	**55.0%**
d. College-ready students	66.1%	60.2%	44.5%	60.9%	**74.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	44.0%	52.7%	26.8%	44.5%	**54.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	71.6%	75.4%	74.3%	74.3%	**83.0%**
b. Developmental completers	80.5%	74.3%	59.1%	58.1%	**93.0%**
c. Developmental non-completers	36.2%	34.7%	48.9%	31.4%	**NA**
d. All students in cohort	58.8%	61.2%	59.9%	58.6%	**75.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	++	++	++	++	**NA**
b. Black/African American only	55.9%	58.5%	55.6%	57.8%	**NA**
c. Asian only	74.2%	88.1%	83.0%	77.2%	**NA**
d. Hispanic/Latino	63.8%	61.1%	66.0%	58.0%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	49.3%	54.4%	47.6%	45.7%	**60.0%**
b. Developmental completers	43.4%	43.5%	33.7%	28.2%	**57.0%**
c. Developmental non-completers	26.2%	25.8%	25.7%	14.9%	**NA**
d. All students in cohort	36.8%	40.6%	35.1%	32.6%	**45.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	++	++	++	++	**NA**
b. Black/African American only	34.4%	38.2%	32.9%	32.1%	**NA**
c. Asian only	51.7%	65.7%	58.5%	54.4%	**NA**
d. Hispanic/Latino	37.6%	39.8%	34.9%	26.9%	**NA**

Note: Not reported if < 50 students in the cohort for analysis

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	1,179	1,341	1,600	1,597	**1,750**
	b. Career degrees	355	414	481	466	**NA**
	c. Transfer degrees	738	799	873	792	**NA**
	d. Certificates	86	128	246	339	**NA**
	e. Unduplicated graduates	1,142	1,267	1,488	1,400	**NA**

		AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21	First-year GPA of 2.0 or above at transfer institution	83.6%	86.3%	85.2%	84.4%	**85.0%**

		FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22	Graduate transfers within one year	75.4%	74.4%	69.1%	51.8%	**85.0%**

<mark>Goal 3: Innovation</mark>

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23	Credit program pass rates in licensure/certification examinations required for employment					
	a. Health Information Management	*	14.3%	20.0%	20%	**90.0%**
	Number of Candidates		14	5	5	
	b. Nuclear Medicine	*	100.0%	50.0%	57.1%	**90.0%**
	Number of Candidates		6	6	7	
	c. Nursing	86.0%	88.9%	85.3%	81.9%	**90.0%**
	Number of Candidates	109	63	95	72	
	d. Radiography	88.0%	83.3%	87.5%	85.0%	**90.0%**
	Number of Candidates	24	24	7	20	
	e. Respiratory Therapy	100.0%	100.0%	100.0%	100.0%	**100.0%**
	Number of Candidates	7	6	8	5	
	f. Paramedic	86.0%	100.0%	83.3%	91.7%	**90.0%**
	Number of Candidates	7	11	12	12	
	g. Medical Assisting	*	*	100.0%	94.4%	**90.0%**
	Number of Candidates			5	18	
	h. Surgical Technology	*	*	*	14.3%	**90.0%**
	Number of Candidates				7	
	i. Nursing (PN)	<5	<5	<5	<5	
	Number of Candidates	<5	<5	<5	<5	
	Note: Not reported if <5 candidates in a year					

		FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24	Graduates employed within one year	57.1%	60.4%	61.2%	66.1%	**NA**

		FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25	Income growth of career program graduates					
	a. Median annualized income one year prior to graduation	$25,132	$24,612	$23,456	$27,132	**NA**
	b. Median annualized income three years after graduation	$53,404	$56,012	$56,744	$68,532	**NA**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	6,828	3,703	4,237	4,640	**10,600**
	b. Annual course enrollments	11,616	6,331	6,850	8,223	**16,700**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	2,872	1,997	2,066	2,278	**3,900**
	b. Annual course enrollments	4,415	3,068	2,957	3,499	**5,900**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	4,024	866	1,330	915	**5,300**
	b. Annual course enrollments	11,133	2,093	2,832	2,402	**12,800**

Note: NA designates not applicable

*Fewer than 5 candidates, data not reported

***CoAEMS first-time pass rate allows for 3 attempts

++ <50 students in the cohort

WOR-WIC COMMUNITY COLLEGE

MISSION

Wor-Wic Community College empowers a diverse population of students to achieve success by delivering high-quality, affordable education, professional training, workforce development opportunities, and comprehensive student services that strengthen economic growth and improve the quality of life on the Lower Eastern Shore.

INSTITUTIONAL ASSESSMENT

State Plan Student Access Goal: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

In the fall of 2023, 19% of Wor-Wic's credit students enrolled exclusively in classes taught via distance education, 51% enrolled in classes that include face-to-face instruction and 30% enrolled in a mix of face-to-face and distance education classes (Characteristic I). Although many classes have moved back to a face-to-face format since FY 2021, online credit enrollments are 83% higher than what they were in FY 2019 prior to the COVID-19 pandemic (Indicator 6a.). Non-credit online enrollments are more than twice as high (187%) as they were (Indicator 6b). The higher level of online offerings beyond the pandemic has been intentional to address student access. Credit and non-credit online enrollments have both surpassed the college's benchmarks.

Wor-Wic strives to provide service area residents with access to a quality education at a reasonable cost. The college served more than 7,000 students in FY 2023 (Indicator 1a), an increase of 13% since FY 2021, when headcount dipped to 6,300 students due to the pandemic. At the beginning of 2024, the college president set a focus of three collegewide goals for enrollment, full-time students and graduation rates. The goals are incorporated in meeting agendas across campus and in a dashboard visible to all employees when they log into their myWor-Wic information site. Increasing enrollment to meet the college's benchmark is a collegewide effort.

During FY 2023 and FY 2024, the college carried out an extensive review and revision of its academic calendar to better meet the accessibility needs of its students and support college completion. Recommendations were developed by a team of stakeholders across campus, shared with the campus community for input and approved by the board of trustees. Starting in the fall of 2024, Wor-Wic will be offering two seven-week credit class sessions, in addition to its 15-week class session, to accommodate students' schedules better and help them find their quickest path to graduation. In addition, class meeting times have been standardized to allow more classes to be taken during traditional daytime hours and for students who attend nights only to take a full-time course load if they wish. Summer classes will now start in early June rather than mid-May to align better with local high school seniors and visiting students who would like to attend Wor-Wic after completing their spring classes. Moreover, increased alignments between various processes and student information systems were achieved during the

implementation of the new calendar rules to improve the student experience and increase college efficiencies.

The new seven-week classes cover the same material as their 15-week counterparts but are taught using different techniques and often in a hybrid or online format. In the fall of 2023, a core group of faculty participated in course redesign workshops facilitated by a professional academic scholar. The training focused on intrinsic motivation in teaching and learning and provided faculty individual assistance in redesigning their courses into the seven-week format. The core faculty mentored the next generation of faculty the following spring to incorporate intrinsic motivation techniques in redesigning their courses for the seven-week format.

In the fall of 2023, high school student enrollment reached 525 students, surpassing the college's benchmark of 500 students (Indicator 5). Outreach and communication with the high school guidance counselors has been critical to increasing high school student enrollment. Competition from a local four-year university has made it more difficult to increase the college's market share of recent, college-bound high school graduates (Indicator 4) as the university has accepted more service area students in recent years.

Wor-Wic has been awarded various grants that focus on student access and retention. For FY 2024, the Maryland State Department of Education granted a continuation of Wor-Wic's Child Care Career and Professional Development Fund grant that provides scholarships to child care workers earning credentials through Wor-Wic's early childhood and elementary education degree programs. The college received an extension of unexpended funds, as well as an increase of $62,157. In FY 2024, the eight grant participants earned a total of 102 credits, four graduated in the spring of 2024 and four are continuing to the next fiscal year.

Wor-Wic is entering its third year of a four-year Child Care Access Means Parents in School (CCAMPIS) grant awarded in 2022. This grant assists eligible parenting students with child care costs and provides additional retention and success activities. The CCAMPIS grant provides $119,414 annually over four years, for a total of $477,656. In FY 2023, 18 students participated, with five graduating and 10 persisting to the next year.

Providing support services to non-traditional students, the college's veterans center provides academic, career and other support services to Lower Eastern Shore veterans who are low income or potential first-generation college students and/or veterans who have a high risk for academic failure. In FY 2023, the college was awarded a second five-year TRIO VUB grant which provides funding for the center to assist 125 veterans annually. The center is run by a full-time director of veterans services whose position is funded by both the grant and the college. For the sixth year in a row, Wor-Wic was named as a 2023-2024 Military Spouse Friendly School by VIQTORY, a national company that ranks colleges and universities in their support for veteran and military students.

The college is in its final year of a two-year grant designed to train veterans, their spouses and children, and other underserved populations for commercial truck driving careers. The Commercial Motor Vehicle Operator Safety Training (CMVOST) grant from the U.S. Department of Transportation not only helps former members of the Armed Forces obtain their

commercial truck driver license (CDL) but also helps fill the community's need for trained drivers. The grant has assisted 38 students so far to earn their CDL license.

Over the past four years, Wor-Wic has met its benchmark to maintain tuition and fees at less than 50% of the Maryland public four-year institutions (Indicator 7). The executive leadership team prioritizes the impact on students when making budgeting decisions.

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

The college is entering its last year of a TRIO Student Support Services (SSS) Program grant through the U.S. Department of Education. The grant, which spans a five-year period, provides 144 students with individualized support services to increase persistence, retention, academic standing and graduation/transfer. Participants include at-risk students who are low income, first generation and/or students with disabilities. Support services include a needs assessment, intrusive advising, coaching, personal counseling, tutoring and supplemental instruction in the college's student development course. For the 2022-2023 program year, 83% of the TRIO SSS student cohort persisted to the next program year, graduated or transferred to a four-year institution. Almost 90% of students in the cohort met the requirements for good academic standing (passing 67% of attempted credits with a minimum 2.0 GPA). The college is reapplying for another TRIO SSS grant to continue offering these support services to at-risk students.

In the summer of 2024, Wor-Wic was named one of seven community colleges chosen from throughout the nation to participate in the Accelerating Equitable Outcomes initiative of Achieving the Dream (ATD), a national nonprofit organization dedicated to improving student outcomes. This collegwide initiative focuses on transforming student experiences and outcomes at rural-serving institutions. The college will be meeting with ATD coaches and subject matter experts in a three-year engagement to focus on deepening analyses of data to better understand student needs, increasing institutional capacity, deploying dynamic student supports for both inside and outside the classroom, and developing an action plan to continue and sustain its student success work. Themes such as advising reform, closing equity gaps using disaggregated data, and reimagining community partnerships will be advanced.

The college was also one of three Maryland community colleges selected in 2024 to participate in MHEC's new Expanding SUCCESS initiative developed in partnership with MDRC to reduce inequities in college completion. Wor-Wic was awarded $125,000 to assist with implementing its "Fins to the Finish line" program that will begin in the fall of 2024. Fifty students registered for nine credits will be provided with financial and advising support incentives to increase their fall course load from nine to 12 credits and successfully complete all coursework. The program will add 25 more students in the spring. The grant provides funding for student incentives as well as for a part-time academic advisor dedicated to working only with students participating in the program.

In FY 2023, Wor-Wic and the University of Maryland Eastern Shore (UMES) partnered to increase transfers and transfer student attainment of bachelor's degrees at UMES as a part of the Transfer Student Success Initiative. Led by the Aspen Institute and the American Association of

State Colleges and Universities, the Wor-Wic and UMES team received one-on-one consulting with experts and collaborated with 58 other two- and four-year partnering institutions from across the country. Partners worked to identify, collect, understand and use transfer outcomes and equity data to co-create practices and policies for improving transfer student success and student equity. Transfer advising practices, flexible scheduling, communication plans and information sharing practices were developed together by Wor-Wic and UMES. Regular meetings continued between the institutions in FY 2024 with a focus on evaluating and improving the transfer initiatives. For the past two cohorts, more than 88% of transfer students earned a first-year GPA of 2.0 or more at their transfer institution, exceeding the college's benchmark of 85% (Indicator 21).

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

The college's president, Dr. Casey, has been selected as a 2024-2025 Fullbright U.S. Scholar in the United States-France International Education Administrators program. Dr. Casey plans to use her engagement abroad to open doors to collaboration and exchange possibilities with colleagues and students throughout the world. Wor-Wic is committed to global education for its students and community. The Fullbright award will lay the groundwork for global partnerships between Wor-Wic and international higher education institutions. Additionally, the college plans to participate in the India-US Partnership Lab, a cornerstone component of the India-US Workforce Development Coalition, administered by the Association of Community College Trustees (ACCT) with support from Cognizant Philanthropies. In the Lab, two ACCT member colleges and two Indian institutions will develop institutional partnerships and collaborative activities focused on workforce development.

A task force was formed in FY 2024 to evaluate opportunities for increasing credit for prior learning (CPL). Additionally, the college joined the Council for Adult and Experiential Learning (CAEL) to have access to CPL best practices and resources. The task force has researched opportunities, evaluated current practices and is now developing next step recommendations for addressing barriers to students progressing in their career pathway.

Wor-Wic's new Guerrieri Technology Center (GTC) held its first classes in FY 2024. The building has been furnished with industry-specific equipment technologies to prepare students for the workforce. It features welding, HVACR, metal fabrication and plumbing labs, a CDL simulation lab and other hands-on instruction areas for electro-mechanical, construction, electrical and alternative energy programs. Trades courses that had been offered in the evenings at local career and technology education (CTE) sites are now offered on campus. For the community, a makerspace multipurpose laboratory has tools and 3D printers open for public use. Credit courses in the college's occupational education division, such as industrial technology, renewable energy and welding, as well as current and new workforce development courses in the areas of transportation and industrial trades are housed in the technology center.

Beginning in the fall of 2024, a new risk management and insurance concentration will be offered in Wor-Wic's business management program. Students will learn about the insurance industry, fundamental insurance and financial services concepts and prepare to earn relevant

industry credentials. This program can lead to a career in fields such as insurance sales, claims, investigations and underwriting.

Starting in FY 2024, students interested in emergency and fire services were able to enroll in a new fire science technology associate degree program at the college. Offered in partnership with the Maryland Fire and Rescue Institute, this program prepares students for employment in fire service or promotion in the emergency services field. Fire and rescue personnel entering the program can earn college credit for prior learning from completed fire service training. The program provides general education as well as instruction in firefighting operations and inspections, hazardous materials and emergency medical technician training.

Two new trades degrees were also offered in FY 2024. The electro-mechanical technologies associate degree program teaches students how to safely put together, install, run and maintain buildings and machines in many industries. Graduates may pursue careers such as industrial machinery mechanics, installation, maintenance and repair workers, electrical and electronics technicians, stationary engineers and boiler operators and industrial maintenance technicians. The welding associate degree takes the college's welding program a step further for students who are interested in work as a welding inspector, becoming self-employed or being a well-rounded candidate for the work environment. The program prepares students for entry into a high-demand career in manufacturing, construction, energy production and many other industries.

In the summer of 2024, Wor-Wic was awarded a $350,000 Advanced Technological Education (ATE) grant from the National Science Foundation. The three-year grant will fund the college's Eastern Shore Technician in Electro-Mechanics (ESTEEM) project, which will address student barriers, provide solutions to encourage student success, and grow the technician education program. Making labs available for students with non-traditional schedules and creating micro-credentials that divide coursework into more manageable pieces are ideas being pursued. The grant will also help fund lab equipment needed to provide access for more students to gain skills vital to the Lower Shore workforce.

In FY 2024, the college was the lead or a partner on several EARN Maryland grants provided by the Maryland Department of Labor that support workforce development. Metal fabrication and welding training was offered to meet the needs of local employers, who actively participate in the student selection process, host field trips, attend graduation ceremonies and hire graduates. Students pay for their own safety gear, but otherwise attend at no cost.

The college was also awarded a $150,000 cybersecurity EARN Maryland grant in 2024. The two-year grant will support the college's CyberEARN project, which offers scholarships for education and certification in cybersecurity areas for incumbent workers living or working on the Lower Shore who need cybersecurity training to meet increasing demands in the field. The project offers a streamlined enrollment process for students and scholarship funding for cybersecurity-related courses. Successful students will receive vouchers for industry certification exams through CompTIA and can take their exams at Wor-Wic, which serves as a Pearson testing center.

Wor-Wic is entering its second year of the Maryland Works for Wind program, a statewide effort led by the Maryland Department of Labor awarded through the U.S. Department of Commerce's Good Jobs Challenge. As a partner in this initiative, the college received $1.5 million to support workforce development in occupations related to offshore wind. In FY 2024, new skilled trades courses were offered in advanced welding, powerline worker pre-apprenticeship, construction and air conditioning and refrigeration.

Local partnerships have been formed to provide apprenticeship training. In FY 2024, Wor-Wic partnered with Associated Builders and Contractors (ABC) to provide an HVAC apprenticeship. The college also partners with Independent Electrical Contractors (IEC) to provide instruction for the first year of their four-year electrical apprenticeship program. Other existing partnerships provide plumbing and electrical apprenticeships, as well as OSHA and recertification courses for established journeymen.

Almost 3,000 students enrolled in workforce development courses in FY 2023 (Indicator 26a), an increase of 18% from FY 2021 when enrollments were most affected by the pandemic. More than 70% of these workforce students enrolled in courses that lead to government or industry-required certification or licensure (Indicator 27a). In FY 2023, contract training courses served more than 1,300 students (Indicator 28a). The college is still working toward achieving prepandemic levels of continuing education enrollment before it can reach its benchmarks for these indicators.

Response to Questions Raised by the Commission

Prompt 1: In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on the impact of those initiatives on completion rates.

The college is applying for another TRIO SSS grant to support 144 at-risk students who are low income, first generation and/or students with disabilities. For the most recent cohort of students in the program, retention, graduation and good academic standing rates were all higher for students in the program compared to eligible students who were not in the program. In the fall of 2024, the college's "Fins to the Finish Line" program will begin. The program is designed to help students progress more quickly toward completion. Fifty students in the fall and 75 in the spring will be incentivized to increase their course load from nine to 12 credit hours. In the fall of 2024, the college will also begin its work with ATD to take a deep look at institutional data and current practices to determine the best path forward for closing equity gaps and increasing student completion.

Prompt 2: Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

Academic departments have created specific goals for their transfer programs, such as to prepare students for successful transfer to a bachelor's degree program. Measurements include graduate transfer rates and graduate satisfaction with transfer preparation. Progress toward these goals is assessed annually through the college's assessment process. Departments analyze the results of

their assessment plans and create or revise action plans based on those results in order to progress toward their benchmarks. The college president will also be serving on the Maryland presidential steering committee on transfer student success, sponsored by MHEC and the Aspen Institute College Excellence Program (CEP). The steering committee will work to establish a statewide vision and set goals for the Maryland Transfer Intensive project, which provides a yearlong professional development opportunity for senior leaders and practitioners in the state.

Prompt 3: *In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?*

For both credit and non-credit enrollments, diverse student representation exceeds that of the college's service area. Over the past four years, the graduation/transfer rate for Black/African American students has remained around 20% lower than for white students, and the retention rates for low income and underprepared students have remained lower than for college ready students. The college's TRIO SSS program has led to higher success rates for the 144 students that it serves. The biggest challenge to offering the same type of support services for more students is the lack of resources. The college's advising department consists of four academic advisors and a director of advising to provide services for more than 2,600 students. Adding intrusive advising duties to the academic advisors would create an unmanageable workload for them. Grant programs are pursued to provide more intensive support services for at-risk students. Wor-Wic's human resources department has been evaluating credentials necessary for jobs, the employment application, marketing of positions and equity-focused recruitment and retention of employees to create a more diversified college workforce reflective of the local community. Studies show that students benefit from having teachers and role models who look like them.

Prompt 4: *How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?*

Students in the college's career programs participate in internship or clinical experiences as part of their curriculum. Students secure or are placed in approved internship positions related to their field of study and create contracts documenting learning outcomes in cooperation with their instructor and internship supervisor. Health professions students participate in clinical experiences on site at local health facilities. The college's career services office provides one-on-one career counseling, as well as an online career assessment and career development workshops. The office maintains an online job bank, job opportunities bulletin board and annual spring job fair on campus.

COMMUNITY OUTREACH AND IMPACT

Collaboration with Local High Schools
Public high school students on the Lower Shore are eligible to receive college credit for certain occupational courses completed in high school as a result of articulation agreements between the college and local boards of education. Students attending service area public high schools can

take dual enrollment courses at no cost if they meet their county dual enrollment eligibility requirements. A tuition discount of 25% is provided for students enrolled at several local private high schools who meet their school's dual enrollment eligibility requirements. Two additional private high schools signed agreements with the college in the summer of 2024. To increase accessibility, general education courses are taught in public and private high schools in the service area.

Transfer Opportunities to Four-Year Institutions
The college offers transfer programs in business, computer studies, education, general studies and STEM. Articulation agreements have been developed with various colleges and universities. Wor-Wic partners with University of Maryland Global Campus (UMGC) to articulate nine of the college's programs to bachelor's degree programs at UMGC. Chemical dependency counseling graduates can transfer directly into the social work program at Salisbury University (SU). The college's nursing program articulates to 11 institutions where graduates can pursue a Bachelor of Science in nursing degree. STEM program transfer agreements exist with Bowie State University and St. Mary's College of Maryland. Students enrolled in the integrated science program at SU attend Wor-Wic for their required criminal justice courses, and graduates of Wor-Wic's criminal justice forensic science technology concentration can transfer directly into the integrated science degree program at SU.

Transfer Opportunities with UMES
A pathway has been created for chemistry pre-pharmacy graduates to qualify for admission directly into the UMES graduate program in the School of Pharmacy. Transfer agreements for general studies, biology, chemistry and engineering are also in place. In the summer of 2024, a scholarship program agreement was renewed to provide all Wor-Wic degree graduates who transfer to UMES with $3,500 annually toward their tuition. In addition, up to three graduates per year are selected for a full financial aid package.

Driver Education Training
More than 160 students enrolled in Wor-Wic's driver education classes in FY 2024, and 43% received tuition assistance. Although the course is open to any student who is at least 16 years old, the idea originated as an effort to help local economically disadvantaged residents obtain a driver's license and improve their ability to obtain jobs. Wor-Wic is the only driver education provider in the area to offer financial aid. Students who qualify for aid pay at least $50. Those who don't quality for aid pay $300 for the course. Of the FY 2024 students, more than a third were 19 years old or older.

Wicomico County Adult Basic Education Program
With a grant from the Maryland Department of Labor, Wor-Wic provided adult education services to almost 750 local residents in FY 2024. Classes, offered at various locations throughout the county, help residents obtain a high school diploma or learn English if they are speakers of other languages. Incarcerated individuals at the Wicomico County Detention Center also benefit from these classes. Students are introduced to the postsecondary educational opportunities available at Wor-Wic through campus visits and information sessions. Additionally, the college and detention center are official GED testing centers.

Training for Incarcerated Adults
Through the Department of Education's Revised Second Chance Pell Experiment, 23 inmates at the Eastern Correctional Institution (ECI) took Wor-Wic credit business management classes taught at ECI in FY 2024. Initiative that provides acThe initiative is designed to provide education that will help incarcerated individuals secure jobs when they are released. In FY 2024,

Voter Friendly Campus Designation
Wor-Wic was one of two community colleges in Maryland to be designated as a Voter Friendly Campus for 2023-24 by the Student Affairs Administrators in Higher Education (NASPA) and Fair Election Center's Campus Vote Project. The goal of the program is to bolster efforts that help students overcome barriers to participating in the political process and develop a culture of democratic engagement on campus. The program requires college campuses to engage their campus communities and promote voter registration and voting as part of their institutional mission.

Transitional Youth Initiatives
Through the Tri-County Transition program, the college provided life and employment readiness skills training in FY 2024 for 24 students 18 to 21 years old with significant cognitive disabilities. Training areas included computers, culinary, landscape maintenance and management and safety in health care. The program is a partnership with the Wicomico, Worcester and Somerset public schools, with support from the MSDE Division of Rehabilitation Services, and is designed to prepare the students for postsecondary education and employment.

Horizons Summer Learning Program
With a grant from the Maryland State Department of Education (MSDE), Wor-Wic partnered with Horizons Delmarva in the summer of 2024 to host a portion of its Summer Learning Program for low-income public school students in Wicomico and Worcester counties. Almost 60 children entering the sixth through ninth grades participated in the six-week program to help them stay academically on track to continue to the next grade level. Activities included project-based learning in STEM, art, service learning, character education and physical activity.

Gifted and Talented Program
In the summer of 2024, the college's summer scholars gifted and talented program enrolled more than 200 public, private and home-schooled students in almost 500 course enrollments. Students entering third through 10th grades attended a variety of enrichment courses. A grant from the Community Foundation of the Eastern Shore allowed 30 service area students who were eligible for free and reduced meals to attend classes for free.

Prekindergarten Program
Through a grant from the Maryland State Department of Education (MSDE), the college's child development center will be offering two prekindergarten classes for 3- and 4-year-olds in the fall of 2024. The grant provides funding for 40 students whose families earn up to 300% of the federal poverty guidelines. The prekindergarten program includes a full day of instruction, along with a meal during the day. Before and after care will also be available to families who need it. The center is accredited by the MSDE and holds the highest quality rating from Maryland EXCELS, the state's rating system for licensed child care and early education.

Prompt 5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** *awarded to your institution that are* **specifically focused on student success.** *For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.*

Funder Name	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
National Science Foundation	Advanced Technological Education	Eastern Shore Technician Education in Electro-Mechanics (ESTEEM)	$350,000	7/1/2024	6/30/2027
US Dept. of Education	Career and Technical Education (CTE) Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Formula	Perkins FY25	$337,306	7/1/2024	6/30/2025
US Dept. of Education	TRIO Upward Bound (Veterans)	Wor-Wic Community College Veterans Upward Bound Program	$1,535,621	9/1/2022	8/31/2027
US Dept. of Education	TRIO Student Support Services	Wor-Wic Community College Student Support Services Program	$1,330,392	9/1/2020	8/31/2025
US Dept. of Education	Child Care Access Means Parents in School (CCAMPIS)	Wor-Wic Community College Child Care Access Means Parents in School (CCAMPIS) Program	$477,656	10/1/2022	9/30/2026
US Dept. of Labor (flow through from LSWA)	American Rescue Plan Act of 2021 (ARPA)	Wor-Wic Community College Continuing Education and Workforce Development (CEWD): Business & Industry Training (Skilled Trades)	$800,000	7/1/2022	6/30/2026
US Dept. of Labor (flow through from MD Dept. of Labor)	Good Jobs Challenge	Maryland Works for Wind	$1,500,000	1/17/2023	9/30/2025
US Dept. of Transportation	Commercial Motor Vehicle Operator Safety Training (CMVOST)	FY2022 CMVOST Grant Program	$147,550	7/1/2022	9/30/2024
US Dept. of Labor (flow through from MD Dept. of Labor)	Consolidated Adult Education and Literacy Services	Wicomico County Adult Education Program	Adult Basic Education: $120,450 Adult Secondary Education: $11,291 National External Diploma Program: $27,801 Local Institutionalized: $1,453	7/1/2023	6/30/2024

Wor-Wic Community College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	551		197		155		199	
2	Number attempting fewer than 18 hours over first 2 years	195		78		14		103	
3	Cohort for analysis (Line 1 – Line 2)	356	100.0%	119	100.0%	141	100.0%	96	100.0%
4	Earned Associate degree from this community college	91	25.6%	41	34.5%	50	35.5%	0	0.0%
5	Earned certificate, but no degree, from this community college	8	2.2%	6	5.0%	1	0.7%	1	1.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	99	27.8%	47	39.5%	51	36.2%	1	1.0%
7	Transferred to Maryland two-year/technical college	10	2.8%	2	1.7%	4	2.8%	4	4.2%
8	Transferred to Maryland public four-year college	74	20.8%	35	29.4%	32	22.7%	7	7.3%
9	Transferred to Maryland private four-year college or university	1	0.3%	1	0.8%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	7	2.0%	3	2.5%	2	1.4%	2	2.1%
11	Transferred to out-of-state four-year college or university	31	8.7%	14	11.8%	12	8.5%	5	5.2%
12	Total transfers (sum of Lines 7 - 11)	123	34.6%	55	46.2%	50	35.5%	18	18.8%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	48	13.5%	23	19.3%	24	17.0%	1	1.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	174	48.9%	79	66.4%	77	54.6%	18	18.8%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	49	13.8%	14	11.8%	32	22.7%	3	3.1%
16	Successful transition to higher ed (Line 14 + Line 15)	223	62.6%	93	78.2%	109	77.3%	21	21.9%
17	Enrolled at this community college last term of study period	20	5.6%	3	2.5%	10	7.1%	7	7.3%
18	Successful or persisting (Line 16 + Line 17)	243	68.3%	96	80.7%	119	84.4%	28	29.2%

WOR-WIC COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

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

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	2,705	2,436	2,441	2,638
	b. Percent of students enrolled part time	75.3%	79.3%	83.2%	83.9%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	46.1%	65.9%	62.4%	61.3%

		FY 2020	FY 2021	FY 2022	FY 2023
C	Credit students who are first-generation college students (neither parent attended college)	30.8%	29.4%	29.8%	29.1%

		FY 2020	FY 2021	FY 2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	288	155	259	400

		FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	57.2%	61.0%	74.4%	72.3%
	b. Receiving Pell grants (excluding high school students)	40.7%	37.8%	38.7%	48.5%
	Note: Methodology for (b) has changed from prior reports.				

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older				
	a. Credit students	36.5%	34.8%	33.0%	33.7%

		FY 2020	FY 2021	FY 2022	FY 2023
	b. Continuing education students	69.2%	72.2%	72.8%	70.3%

		FY 2020	FY 2021	FY 2022	FY 2023
G	Credit students employed more than 20 hours per week	*	57.2%	53.2%	58.0%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	5.7%	5.7%	6.7%	7.7%
	b. Black/African American only	24.1%	24.4%	24.7%	26.6%
	c. American Indian or Alaskan native only	0.1%	0.2%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.1%	0.0%
	e. Asian only	2.4%	2.5%	2.2%	2.4%
	f. White only	60.7%	60.1%	57.9%	55.1%
	g. Multiple races	4.5%	4.9%	6.0%	5.8%
	h. Foreign/Non-resident alien	0.5%	0.7%	0.9%	1.1%
	i. Unknown/Unreported	1.7%	1.4%	1.3%	1.1%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	43.3%	25.7%	22.9%	18.6%
	b. Enrolled in some, but not all, distance education	38.0%	34.8%	30.4%	30.1%
	c. Not enrolled in any distance education	18.7%	39.7%	46.7%	51.3%

WOR-WIC COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

		FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source				
	a. Tuition and fees	35.0%	32.9%	28.5%	27.1%
	b. State funding	33.1%	32.1%	32.1%	37.8%
	c. Local funding	30.0%	30.6%	27.9%	27.5%
	d. Other	1.9%	4.4%	11.5%	7.6%

		FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function				
	a. Instruction	36.6%	36.9%	36.8%	34.8%
	b. Academic support	19.4%	18.1%	18.5%	18.4%
	c. Student services	8.2%	8.8%	9.6%	10.2%
	d. Other	35.7%	36.2%	35.1%	36.6%

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	7,628	6,296	7,071	7,093	**10,200**
	b. Credit students	3,878	3,662	3,355	3,398	**4,300**
	c. Continuing education students	4,068	2,983	4,038	4,032	**6,500**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time students	39.5%	28.4%	26.6%	24.1%	**45.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time students	80.0%	77.3%	78.2%	78.8%	**82.0%**

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	48.5%	48.6%	42.6%	41.3%	**56.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	456	387	496	525	**500**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	3,353	9,239	5,687	4,778	**3,300**
	b. Continuing education, online	459	1,479	1,705	1,080	**450**
	c. Credit, hybrid	1,347	2,954	1,028	912	**1,600**
	d. Continuing education, hybrid	0	0	33	146	**0**

		FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$4,380	$4,530	$4,530	$4,680	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	45.4%	46.1%	45.1%	45.6%	**50.0%**

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

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		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	593	143	352	455	**800**
	b. Annual course enrollments	1,066	169	531	815	**1,400**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	704	343	613	718	**1,200**
	b. Annual course enrollments	1,085	699	1,026	1,360	**2,300**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	16.2%	20.6%	23.5%	18.4%	**32.0%**
	b. At least one ESL educational functioning level	12.5%	41.7%	38.0%	31.8%	**40.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	38.0%	38.7%	40.8%	43.7%	**32.0%**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	35.3%	41.1%	43.6%	45.8%	**32.0%**

		July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	31.8%	31.7%	32.2%	32.9%	**NA**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	8.8%	10.3%	10.3%	6.1%	**12.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	19.3%	17.9%	19.5%	16.1%	**22.0%**

Goal 2: Success

		Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention of first-time students					
	a. All first-time students	48.7%	52.3%	47.1%	48.9%	**50.0%**
	b. Pell grant recipients	43.7%	49.6%	46.3%	47.1%	**50.0%**
	c. Developmental students	47.3%	48.8%	42.3%	45.5%	**50.0%**
	d. College-ready students	52.0%	55.7%	57.1%	55.1%	**60.0%**

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		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15	Developmental completers after four years	42.7%	41.4%	36.9%	43.8%	**45.0%**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	91.8%	79.7%	79.8%	80.7%	**90.0%**
	b. Developmental completers	79.7%	77.7%	72.3%	84.4%	**87.0%**
	c. Developmental non-completers	27.6%	27.2%	27.9%	29.2%	**NA**
	d. All students in cohort	64.8%	63.3%	62.3%	68.3%	**70.0%**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17	Successful-persister rate after four years					
	a. White only	71.5%	68.9%	67.6%	71.3%	**NA**
	b. Black/African American only	47.3%	48.5%	48.1%	57.4%	**NA**
	c. Asian only	*	*	*	*	**NA**
	d. Hispanic/Latino	*	*	*	*	**NA**
	Note: Not reported if < 50 students in the cohort for analysis					

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	78.7%	66.1%	65.3%	66.4%	**85.0%**
	b. Developmental completers	59.4%	52.0%	46.8%	54.6%	**65.0%**
	c. Developmental non-completers	18.7%	19.2%	17.3%	18.8%	**NA**
	d. All students in cohort	49.3%	46.2%	44.7%	48.9%	**53.0%**

		Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19	Graduation-transfer rate after four years					
	a. White only	56.5%	52.0%	48.4%	53.5%	**NA**
	b. Black/African American only	34.1%	34.3%	29.1%	31.5%	**NA**
	c. Asian only	*	*	*	*	**NA**
	d. Hispanic/Latino	*	*	*	*	**NA**
	Note: Not reported if < 50 students in the cohort for analysis					

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20	Associate degrees and credit certificates awarded					
	a. Total awards	512	528	486	508	**600**
	b. Career degrees	167	166	150	193	**NA**
	c. Transfer degrees	151	160	141	148	**NA**
	d. Certificates	194	202	195	167	**NA**
	e. Unduplicated graduates	464	497	449	464	**NA**

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	83.5%	86.4%	88.6%	88.5%	**85.0%**

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	61.5%	62.8%	60.3%	62.4%	**75.0%**

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. LPN	97.1%	87.5%	100.0%	94.6%	100.0%
Number of Candidates	35	24	25	37	**NA**
b. RN	85.3%	86.0%	81.2%	80.5%	**90.0%**
Number of Candidates	61	50	64	82	**NA**
c. Radiologic Technology	100.0%	100.0%	66.7%	100.0%	**100.0%**
Number of Candidates	9	15	6	7	**NA**
d. EMT-Basic	100.0%	60.0%	56.0%	45.0%	**85.0%**
Number of Candidates	16	20	25	20	**NA**
e. EMT-Paramedic	*	*	83.3%	71.4%	**90.0%**
Number of Candidates	2	4	12	7	**NA**
f. Occupational Therapy Assistant	100.0%	*	90.0%	91.0%	**95.0%**
Number of Candidates	5	4	10	11	**NA**
g. Physical Therapist Assistant	93.3%	71.4%	83.3%	70.0%	**92.0%**
Number of Candidates	15	14	6	10	**NA**
Note: Not reported if <5 candidates in a year					

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24 Graduates employed within one year	87.8%	87.2%	91.2%	89.1%	**NA**

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$17,116	$17,796	$21,100	$19,604	**NA**
b. Median annualized income three years after graduation	$50,060	$47,184	$57,280	$64,344	**NA**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	2,866	2,534	3,191	2,986	**5,000**
b. Annual course enrollments	4,728	4,349	5,396	5,178	**8,000**

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		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry -required certification or licensure					
	a. Unduplicated annual headcount	2,043	1,994	2,451	2,136	**3,000**
	b. Annual course enrollments	3,482	3,536	4,234	3,721	**5,000**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	1,393	1,196	1,606	1,337	**2,800**
	b. Annual course enrollments	3,324	3,505	3,873	3,640	**5,500**

Note: NA designates not applicable
  * designates data not available