MHEC
MARYLAND HIGHER EDUCATION COMMISSION

2017 Performance Accountability Report Maryland Public Colleges and Universities

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Table of Contents

EXECUTIVE SUMMARY

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The Performance Accountability Report (PAR) serves as an important mechanism by which institutions are held accountable for establishing and maintaining standards, using metrics to assess their effectiveness in addressing institutional and statewide higher education goals. The 2017 PAR summarizes Maryland's public institutions' progress toward helping to achieve the goals of the 2013-2017 Maryland State Plan for Postsecondary Education. This report focuses on five topics – diversification of the student body, retention, completion, the achievement gap, and affordability – marking areas of notable progress and continued challenge for the institutions.

From this report, two sector narratives emerge. The community colleges' narrative includes declining enrollments, flattening state and local support, and pressures to increase tuition to help address rising costs. Institutions are dedicating more financial aid to help attract and retain students and are funding retention and success initiatives. Expanding distance education and partnering with local industries to identify program areas of high need are a focus for many.

The public four-year institutions' narrative involves overall growth in enrollments coupled with increased efforts to retain students to graduation. Higher retention and graduation rates are the result. Increases in tuition and fees and in state support have been the primary sources of revenue to fund rising operations costs.

As they look to the future, both the community colleges and the public four-year institutions perceive that short-term decreases in the high school graduate pool will slow enrollments. As a result, institutions should continue to focus on retention, with sustained attention to the risk factors for student attrition throughout the entire education pathway.

Continued efforts need to focus on the persistent gaps in achievement for racial and ethnic minorities, especially for African American students. While progress has been made in closing outcome gaps for these students, more can be done. Best practices can be gleaned from those state institutions that have substantially decreased these achievement gaps.

Institutions cannot solve the issues of affordability alone. The State and the institutions share the responsibility to find solutions to rising college prices, flattening state support, and increased costs. Higher prices mean fewer families can pursue the education and training they need to prosper and contribute to the state's workforce needs. Students are at risk of being priced out of higher education and therefore miss the long-term benefits that come from a college education.

Looking forward, the vast majority of Maryland's public institutions are well-positioned to help fulfill the strategies set forth in the new 2017-2021State Plan. This plan puts front and center the need to increase student success and diminish student debt.

In the coming year, the Commission will work with institutions to ensure that their accountability measures align with the new State Plan. In addition, the staff will continue to use statewide data to help answer questions tied to affordability, student success, degree completion, and workforce needs.

OVERVIEW AND HISTORY OF THE ACCOUNTABILITY PROCESS

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 22nd accountability report published by the Commission. **Volume 1** includes the following:
- an overview of the accountability process;
- observations about institutional performance on key statistical indicators; and
- institutional responses to the Commission's questions about indicators submitted in the 2016 PAR.

The full accountability reports for all of the public two- and four-year institutions in Maryland are contained in **Volume 2**. These reports are unedited by Commission staff except to ensure consistent formatting.

The reports from the community colleges include:
- an update regarding their performance on the indicators in each "mission/mandate" area;
- their progress toward meeting the goals applicable to community colleges in the 2013-2017 Maryland State Plan for Postsecondary Education, *Maryland Ready*;
- a discussion of how well the campuses are serving their communities;
- four years of trend data; and
- benchmarks for each indicator.

The reports from the public four-year institutions include:
- 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 *Measuring for Results* (MFR);
- five years of trend data for each measure; and
- the Maryland State Plan for Postsecondary Education goals most applicable to four-year colleges and universities.

Volume 2 also includes a summary of the operational definitions, sources of performance measures, guidelines for benchmarking the indicators, and the formats for the institutional performance accountability reports.

HISTORY AND OVERVIEW OF THE ACCOUNTABILITY PROCESS

The 1988 Higher Education Reorganization Act established an accountability process for Maryland public colleges and universities. The law, §11-304 through §11-308 of the Education

Article of the Annotated Code of Maryland, requires the governing boards of each institution to submit to the Commission a performance accountability plan and an annual report on the attainment of the goals in this plan. The Commission is responsible for approving the plans as well as reviewing and presenting the reports, with recommendations, to the Governor and the General Assembly. Maryland's state-supported independent institutions are not required by the statute to submit reports to the State, but have done so voluntarily each year since 2001.

The Commission adopted the PAR format in 1996. Initially, the PAR was based on key benchmarks and indicators that were to be achievable, indicative of progress, based on the performance of similar institutions where possible, and reflective of funding. Each institution sets its own benchmarks, but institutions with similar missions were encouraged to collaborate.

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 institutions, although the general indicator-and-benchmark system has been maintained for both segments. Each campus identifies a set of metrics and establishes a performance target for each indicator. The process allows for the examination of year-to-year performance changes while measuring progress toward longer-range goals. The Commission reviews the performance of each institution on the specified measures and objectives. Institutions are evaluated on their progress toward benchmarks and asked to address concerns or questions. The questions posed by the Commission to the institutions about data reported in the previous year's PAR, along with institutional responses to these questions, are included in Volume 1 of this report. Campus responses generally consist of an explanation of their performance and/or a description of their improvement plan.

Since 2006, all institutions have included information in their narrative assessments about how initiatives on each campus have contributed to the goals of the State Plan. This provides colleges and universities the opportunity to describe the variety of programs and initiatives that they offer to serve the people of Maryland.

For several years, institutions reported on their efforts to contain costs. The Commission approved the removal of this requirement from the PAR in 2013. This decision was driven largely by the inability of the institutional strategies for cost containment to be generalized across institutions. While some institutions continue to report voluntarily on cost containment efforts, this section is no longer required by the Commission.

Community Colleges

A set of 34 performance measures frame the community colleges' accountability reports; these performance measures are driven by mission and mandate. A community college workgroup, in collaboration with staff from the Commission, the Department of Budget and Management (DBM), and the Department of Legislative Services, developed and refined the indicators. These indicators are standard across all 16 community colleges. Each community college may also choose to include additional campus-specific measures.

These indicators are updated every five years, and the current cycle will culminate in 2020. For the 2017 PAR, community colleges structured their narrative reports to align with the State goals reflected in the 2013-2017 Maryland State Plan for Postsecondary Education, *Maryland Ready.*

A key feature of the community college accountability process is the Degree Progress Analysis measure, which examines the four-year successful persister and graduation/transfer rates of students on the basis of their assessed preparation at the time of entry.[1] The successful persister measure is intended to focus on students whose actions are consistent with seeking a degree, while removing from the analysis the many students who take only one or two courses for more limited purposes. It also includes a wider range of outcomes, including continued enrollment for part-time for students who may be making slow but steady progress toward a degree or certificate.

Four-Year Colleges and Universities

In 2000, the Commission, in collaboration with the four-year colleges and universities, created a single document framework that incorporated the elements of both the Commission's PAR and 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, DLS, and representatives from the public four-year institutions and their governing boards.

All parties agreed to a model that streamlined the accountability process, reduced duplicative reporting for the campuses, and provided a more efficient means for policymakers to determine the performance of each of the public four-year campuses. In the revised accountability process, the MFR framework allows each campus to develop its own goals, objectives, and performance measures, which replaced the standardized set of indicators that the Commission had used in the past. While the process provides campuses with a great deal of flexibility, the Commission expects the inclusion of objectives that encompass these general areas of performance accountability: quality, effectiveness, access, diversity, and efficiency. In addition, campuses are asked to include specific objectives related to retention and graduation, post-graduation outcomes, and minority enrollment and achievement.

[1] The "successful persister" measure includes students who have attempted at least 18 credits in their first two years after initial matriculation and who have (1) earned 30 credits or are still enrolled at the community college; (2) graduated; or (3) transferred to a four-year college or university.

ASSESSMENT AND RECOMMENDATIONS

ASSESSMENT BY THE MARYLAND HIGHER EDUCATION COMMISSION

Maryland institutions of higher education are held accountable through myriad mechanisms and measures. These include institutional and specialized accreditation, the State's Managing for Results process, various State and Federal reporting requirements and mandates, and such voluntary measures as the Predictive Analytics Reporting Framework and the Achieving the Dream Institutional Capacity Framework.

The Performance Accountability Report serves as another, complementary mechanism by which institutions are held accountable for establishing and maintaining standards, using metrics to assess the effectiveness of programs, courses, and initiatives in addressing institutional and statewide higher education goals. Institutions use the Maryland State Plan for Postsecondary Education as an important guide in setting benchmarks and reporting their progress.

Maryland's public colleges and universities' 2017 Performance Accountability Report benchmarks, indicators, performance measures, and narrative reports reflect their progress toward helping to achieve the goals of the 2013-2017 Maryland State Plan for Postsecondary Education, *Maryland Ready*.[2] Institutions identified indicators and benchmarks that reflected their mission and goals and aligned them within the six established State goals. These State goals are:

Goal 1: Quality and effectiveness
Goal 2: Access, affordability, and completion
Goal 3: Diversity
Goal 4: Innovation
Goal 5: Economic growth and vitality
Goal 6: Data use and distribution

The 2017 Performance Accountability Report summarizes institutional performance on their progress toward helping to meet these goals, with particular focus on five key areas within Goals 2 and 3. These areas include both goals that institutions have made notable progress in and goals that continue to prove difficult for institutions to address. Five prominent areas have been identified and will be explored in this report: diversification of the student body; retention and persistence; completion and degree production; the achievement gap; and affordability.

Before exploring the five areas of this report, it is necessary to provide context through a discussion of enrollment trends at both the community colleges and public four-year institutions. Trends in enrollment inform institutional and State goals tied to access, completion, and workforce development.

It is important to note that the 2017 Performance Accountability Report reflects the 2016 academic year; where possible, 2016 academic year data is included in the analysis; otherwise, the data reflect the most recent year of reported data. In addition, where possible, trend data

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[2] Morgan State University did not submit a Performance Accountability Report in 2017. While Morgan State University data is included in the report's statewide, segment and sector trends, MHEC is unable to report on the university's progress toward meeting its goals and benchmarks.

starts prior to the 2013-2017 State Plan to provide greater context. All data, unless otherwise noted, comes from MHEC's data systems.
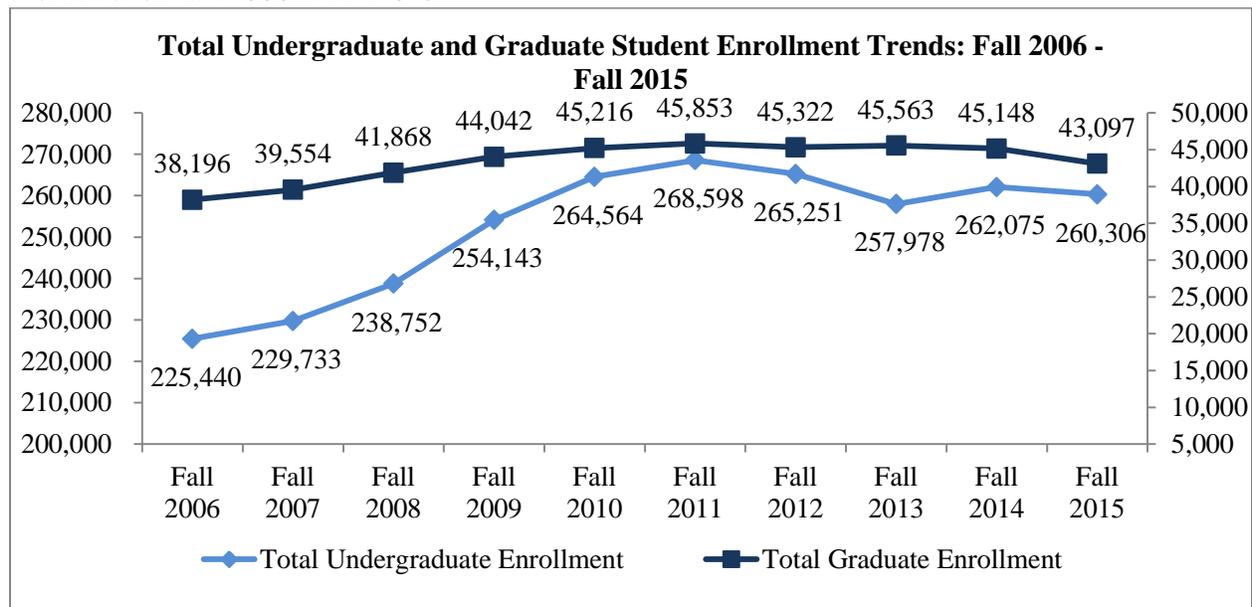
Enrollment
Issues of enrollment loom large for Maryland's public colleges and universities. At its most basic, enrollment trends – short- and long-term – help set the foundation for institutional performance. Enrollment guides budgets, sets trends for graduation and completion goals, and drives the allocation of resources.

Enrollment is an important aspect for institutions' revenue and other institutional benchmarks. Therefore, both the public four-year institutions and the community colleges report each year on changes to enrollment patterns, both in numbers of students enrolled and on the steps they are taking to address enrollment challenges or meet increasing enrollment demands.

Undergraduate and Graduate Student Enrollment
Overall undergraduate and graduate student enrollment has increased over the past decade. While the long-term trend (Figure 1) illustrates increases in undergraduate enrollment (15.5%) and graduate enrollment (12.8%), more recent years (Fall 2011 to Fall 2015) show slight declines for both undergraduate and graduate students statewide.

Figure 1: Total Undergraduate and Graduate Student Enrollment Trends at Maryland Public Institutions: Fall 2006 - Fall 2015

The overall undergraduate enrollment trend belies differences between the community colleges and the public four-year institutions. As Figure 2 demonstrates, undergraduate enrollment at community colleges has fluctuated over the past ten years, with a decrease since its peak in Fall 2011; whereas undergraduate enrollment at the public four-year institutions has increased over the past 10 years.

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In addition, Figure 2 shows the trends in full- and part-time enrollment patterns at the public institutions. Over the past decade, full-time enrollment at the community colleges has decreased (3.0 % or from 44,036 to 42,725), and part-time enrollment has increased (14.6% or from 75,619 to 86,682). The public four-year institutions have seen strong increases in both part-time (36.8% or from 29,566 to 40,440) and full-time (18.7% or from 76,219 to 90,459) enrollment over this time frame.

Figure 2: Trends in Enrollment of Full- and Part-Time Undergraduates: Fall 2006 - Fall 2015
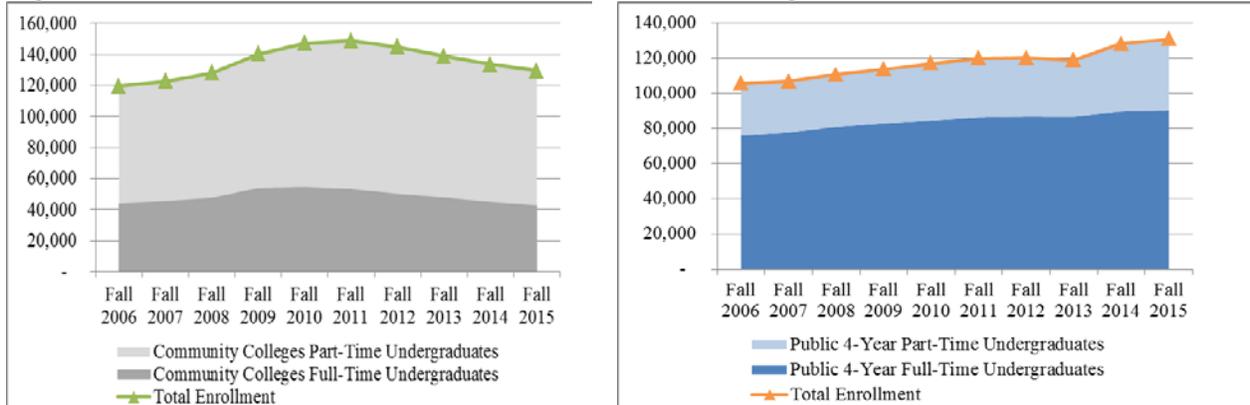
The institutions' PAR reports provide additional context to these enrollment shifts. The majority of community colleges express concern about a number of factors that may continue to affect their enrollment including: (1) an increasingly strong economy, which drives would-be students to seek work opportunities in addition to or in replacement of attending college, (2) a somewhat flat projected growth in high school graduates in the state over the next ten years (8.1% growth[3]), and (3) the competition they perceive among the other Maryland colleges and universities for potential students.

To address enrollment declines overall, community colleges report a number of steps they are taking including: (1) altering admissions standards, financial aid strategies, and recruitment efforts, (2) ramping up strategic and targeted marketing and diversifying their programs and distance education offerings to attract more students, and (3) offering financial aid packages, including free tuition programs, to local service area students.[4]

Although a large portion of the undergraduate enrollment increases at the public four-year institutions are driven by the University of Maryland University College (UMUC),[5] an additional ten of the 12 remaining public four-year institutions have seen increases in enrollment over the

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[3] This projection is from the NCES (National Center for Education Statistics) Projections of Education Statistics to 2023, Table 10 (Public high school graduates, by region, state, and jurisdiction: Selected years, 1980–81 through 2023–24). Figures for FY2015 and FY 2024 used. https://nces.ed.gov/pubs2015/2015073.pdf
[4] These "free tuition" packages are offered at some of the state's community colleges, including Garrett College and Allegany College of Maryland; other institutions are ramping up programs (such as Prince George's Community College and Baltimore City Community College).
[5] In 2015, UMUC began providing MHEC enrollment and degree figures for stateside and overseas students. Prior to this MHEC reported solely stateside enrollments and degrees.

past decade.[6] Yet, enrollment trends from Fall 2014 to Fall 2015 show that approximately half of the public four-year institutions saw year-to-year enrollment declines. Therefore, it is possible that the public four-year institutions may be affected by many of the same forces impacting community colleges. To that end, institutions report a continued focus on recruitment efforts and enhanced flexibility of their academic programs (e.g., distance education, Regional Higher Education Centers) as positive factors that may sustain their enrollment trends upward.

Although statewide enrollment projections forecast long-term growth for the both community colleges and public four-year institutions (28.3% and 16.9% growth by 2026 respectively), all institutions are focused on maintaining or growing enrollments in the short term (through such things as marketing and altering admissions practices). [7] They are responding to current-day realities by changing faculty hiring and by maximizing instruction and the use of campus facilities.

The remainder of this report will discuss the key areas identified through review and analysis of the institutional submissions for the PAR. These focus on several of the goals established in the 2013-2017 State Plan and the progress made toward meeting these goals.

Diversification of the Student Body
Within the 2013-2017 State Plan, institutions were charged with enhancing their efforts to ensure that an increasingly diverse student body would be adequately supported to maximize their potential and meet their education goals. Institutions have taken on that charge, as they face demographic shifts in their enrollment. Notable enrollment trends include increased racial and ethnic diversity and the shifting proportions of students such as veterans, students 25 and over, and low-income students.

Racial and Ethnic Minorities
Maryland's public colleges and universities continue to see changes to the racial and ethnic diversity of their campuses. As Figure 3 (next page) shows, from Fall 2010 to Fall 2015, the percentages of Hispanic/Latino students and students reporting two or more races have increased the most. The percentages of African American and Asian student enrollment have stayed fairly stable, and both community colleges and public four-year institutions have seen decreases in the percentage of white student enrollment.[8]

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[6] All but Coppin State University and St. Mary's College of Maryland have seen increases in undergraduate enrollment from Fall 2006 to Fall 2015.

[7] Maryland Higher Education Commission, *Enrollment Projections 2017 – 2026 Maryland Public Colleges and Universities* (2017), http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2017-2026Enrollment%20Projections.pdf.

[8] Racial and ethnic categories correspond to federal standards established in 2010. Figures prior to 2010 are not always comparable.

Figure 3: Percentage Change in Enrollment by Race or Ethnicity between Fall 2010 and Fall 2015
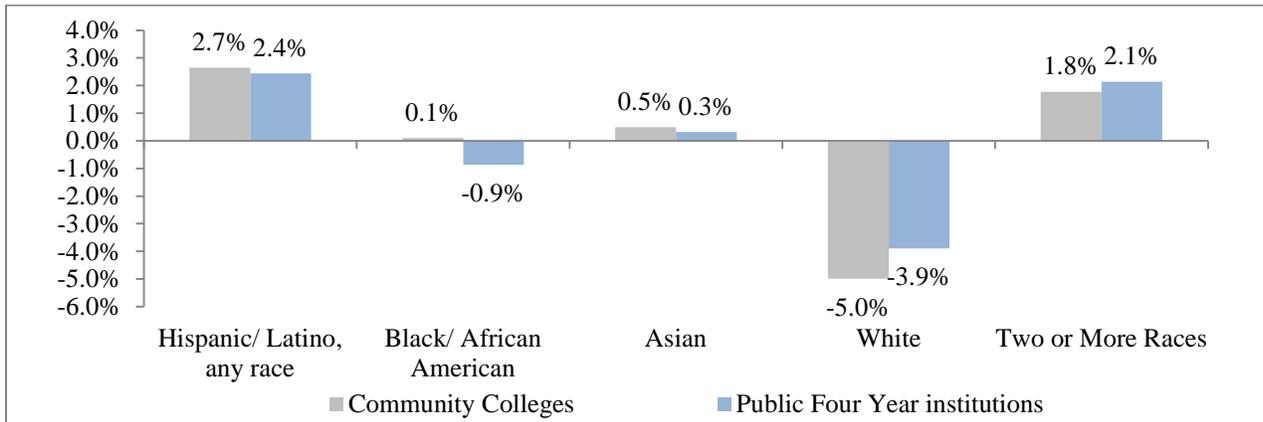

It is important to understand the scale of these changes within the context of the size of these student populations. For example, while enrollment of Hispanic/Latino students and students who identify as two or more races has seen the greatest change, the counts of these populations are relatively small (e.g., in Fall 2015, 12,438 Hispanic/Latino students were enrolled at the community colleges and 12,272 at the public four-year institutions). This compares to white students, whose enrollment figures for Fall 2015 were 57,441 (community colleges) and 75,835 (public four-year institutions). Therefore, while Hispanic/Latino students and students who identify as two or more races saw the greatest percentage increase over time, these students make up a smaller percentage of the student population (Hispanic/Latino at 8.1% and students who indicate two or more races at 3.5% in Fall 2015).

Low-Income Students
In Fall 2015, low-income students, as measured by Pell grant receipt, constituted 32.0% of the undergraduate enrollment at Maryland's public institutions (83.297 students).[9] At some colleges (e.g., Allegany College of Maryland, Garrett College, Baltimore City Community College, Coppin State University, University of Maryland Eastern Shore, and Morgan State University), more than 55% of students receive Pell grants. As Figure 4 (next page) shows, the share of Pell grant recipients as a percentage of overall undergraduate enrollment has increased overall from 2010 to 2015.

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[9] Low-income students are identified as Pell grant recipients in MHEC's Financial Aid Information System (FAIS). Only students awarded aid are included in FAIS; therefore these students are a subset of all enrolled students in Fall 2015.

Figure 4: Percentage of Pell Enrollment at Maryland Public Institutions: Fall 2010 – Fall 2015
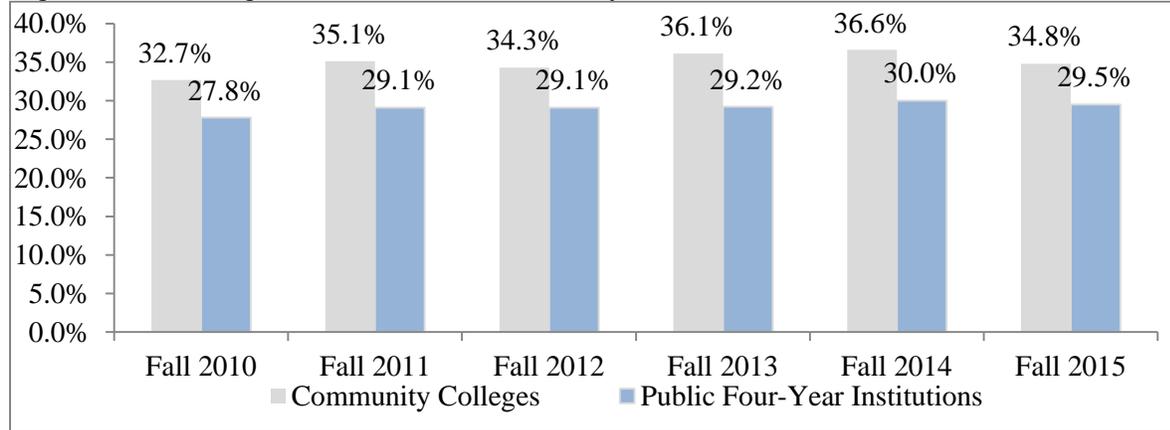
Students Needing Remediation

Almost 75% of all entering first-year students at Maryland's community colleges and approximately 16% of those enrolling at the State's public four-year institutions are identified through assessment as needing remedial coursework.[10] All 16 of the community colleges and four of the 13 public four-year institutions have remediation rates over 50%.[11]

As Table 1 below shows, this trend has not changed substantially over time for community colleges, while the public four-year institutions appear to be enrolling a slightly higher proportion of students seen as prepared for college than they did seven years ago.

Table 1: Remediation Rates for Maryland Public Colleges and Universities: 2008-2009 and - 2014-2015

	% Remediation Needed		% No Remediation Needed	
	2008-09	2014-15	2008-09	2014-15
Community Colleges	74.0%	74.4%	26.0%	25.6%
Public Four-Year Institutions	18.9%	15.7%	81.1%	84.3%

*Undergraduate Students 25 and Older*

Undergraduate students age 25 and older have historically enrolled in Maryland's community colleges in greater proportion than at the public four-year colleges and universities. These students, often considered "non-traditional," may have delayed enrollment after graduation from high school due to employment, family, or other demands. As Figure 5 (next page) illustrates, students age 25 and older as a percentage of overall undergraduate enrollment has decreased for the past few years at community colleges and increased at the public four-year institutions. The primary driver of the public four-year institutions' increased enrollment is the University of Maryland University College (UMUC); without UMUC, this percentage drops to 14.2% of overall undergraduate enrollment at the public four-year institutions. Analysis of this trend

[10] Assessment can include standardized test scores, high school grades/GPA, placement exams, or a combination of these measures.
[11] These rates range from 55.4% to 92.9%; Salisbury University and St. Mary's College of Maryland offer no remedial coursework and therefore do not assess students for this purpose.

shows that the share of undergraduates over 24 has not changed appreciably at the remaining public four-year institutions over time.

Figure 5: Percentage of Undergraduates Age 25 and Older at Maryland Public Institutions: Fall 2006 – Fall 2016
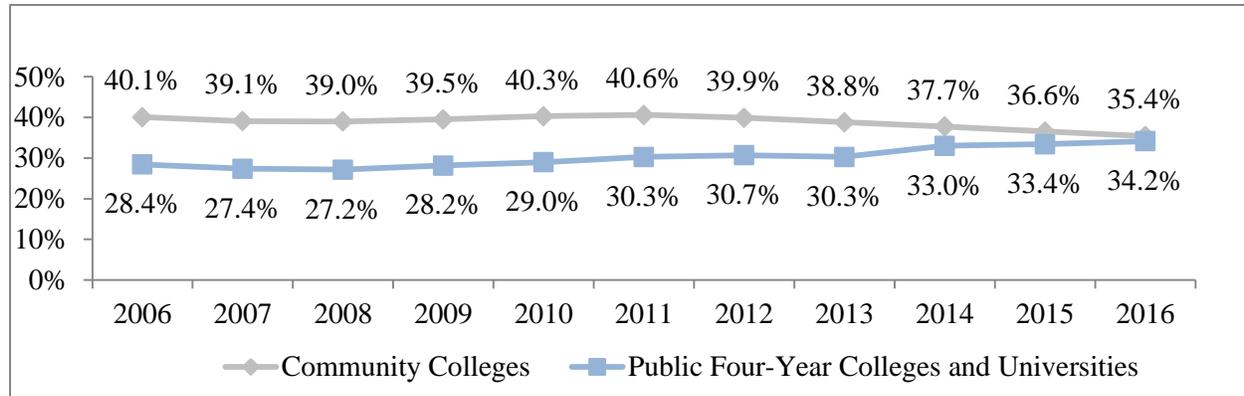
Community colleges have seen an overall decrease in the number of adult students, from a high of 60,402 students in 2011 to 43,852 in 2016. Whereas, public four-year institutions have seen an increase (36,327 in 2011 to 47,289 in 2016); again, this is mostly driven by UMUC's increased enrollment of adult students.

Dual Enrollment
Participation in dual enrollment by Maryland high school students has increased dramatically in the past several years. Statewide, participation in dual enrollment has grown 114.8% in the past six years (from 4,544 to 9,761 students).[12] The greatest increases in participation over this period include low-income students (211.2%), Asian students (275.0%), Hispanic students (238.7%) and African American students (195.2%). Approximately 90% of all dual enrollments are at the State's community colleges. Community colleges report seeing that a subset of these dually enrolled students return to their local service area community college after high school graduation to continue their education. While it is too early to see whether this trend will continue, the community colleges see the potential of dual enrollment students to be a bright spot in their student enrollment trends.

Veterans and Active Duty Members of the Armed Services
Currently veterans and active and reserve duty members of the U.S. armed forces make up 13.4% (approximately 34,000) of the undergraduate enrollment at Maryland's public institutions; much of this enrollment is driven by the University of Maryland University College, yet all 28 institutions have active and reserve duty members and veterans on their campuses.[13] While trend data are not available, institutions report anecdotally that enrollment by active duty members, veterans, and reserve duty members has increased over the past several years.
Distance Education Students

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[12] Ross Goldstein, Angela K. Henneberger, and Terry V. Shaw, "Dual Enrollment in Maryland: A Report to the General Assembly and Governor Lawrence J. Hogan," (2016), https://mldscenter.maryland.gov/egov/publications/MLDSDualEnrollmentReport_2016.pdf.
[13] In 2015 MHEC began collecting data on veterans and active service members in the Enrollment Information System.

Almost every institution reported on their activities tied to increasing enrollments in and enhancing their distance education programs. Institutions see distance education as a cost-effective, flexible course and program delivery method aimed at meeting the needs of busy, working students.

Twenty-eight [14] of the 29 public institutions enrolled students in distance education courses in 2015 although the proportion varies a great deal. [15] For example, among the community colleges, Garrett College reported that 1.5% of its students (11 students) were enrolled solely in distance education courses compared to Anne Arundel Community College, which reported that 18.4% of its students (14,689 students) enrolled solely in distance education courses. Among the public four-year institutions, the University of Maryland Eastern Shore had the smallest enrollment (1.1% or 49) and the University of Maryland University College had the largest (83.4% or 41,898).

Table 2 provides data on the changes in enrollment patterns in distance education in Maryland's public institutions from 2012 to 2015. Overall, the greatest growth in enrollment of students solely in distance education courses is seen at the public four-year institutions, but this growth is almost entirely based on the University of Maryland University College's programs.

Table 2: Trends in Overall Distance Education Enrollment at Maryland Public Institutions: 2012 and 2015

	2012 All Students Enrolled			2015 All Students Enrolled		
	Exclusively in Distance Education Courses	Some but Not All Distance Education Courses	No Distance Education Courses	Exclusively in Distance Education Courses	Some but Not All Distance Education Courses	No Distance Education Courses
Community Colleges	7.0%	14.4%	78.6%	9.4%	19.0%	71.6%
Public Four-Year Institutions with UMUC	23.6%	9.5%	66.9%	26.5%	12.5%	61.0%
Public Four-Year Institutions without UMUC	2.4%	7.8%	89.8%	3.4%	12.2%	84.5%
Total	15.8%	11.8%	72.4%	19.2%	15.3%	65.5%

U.S. Department of Education, National Center for Education Statistics, IPEDS, Spring 2013, Fall Enrollment component 2012 and 2015.

A deeper analysis shows that the greatest increase in participation in distance education courses from 2012 to 2015 is among undergraduate students enrolled in some distance education courses; this has grown from 33,465 undergraduates in 2012 to 43,401 undergraduates in 2015, which is a 4.1 percentage point increase of the proportion of undergraduate students enrolled (an increase from 12.6% to 16.7%). [16] These data are confirmed through the institutions' accountability

[14] St. Mary's College of Maryland did not enroll any students in distance education courses in 2012 or 2015.
[15] U.S. Department of Education, National Center for Education Statistics, IPEDS Fall Enrollment Component 2012 and 2015.
[16] Graduate student participation has barely changed from 2012 to 2015 (a 0.5 percentage point increase overall from 40.4% to 40.9%).

reports; they note that their greatest demand for distance education courses has been among those undergraduate students who seek this type of course enrollment intermittently to solve scheduling or other course enrollment challenges.

Institutional Responses
Concomitant with these shifts in enrollment patterns and diversity have come shifts in institutional responses. To address the needs of remedial students, institutions reported:
- Continuing to revamp their remedial education programs, using the co-requisite course model to enroll students in remedial and college-level courses concurrently, thereby allowing students to earn credits while address learning gaps.
- Evaluating remedial program adaptations (such as the co-requisite model) to help determine whether the programs are having the intended effects.
- Creating summer bridge and other time- and course-intensive programs to help underprepared students complete basic math and English courses while earning credit and receiving advising and other support services.

To address the needs of all students, including veterans, low-income, racially and ethnically diverse, part-time, and adult students, institutions reported:
- Strengthening advising and other academic and student support services to help ease the entry to college.
- Dedicating physical space and staffing to provide more comprehensive wrap-around services (such as daycare, advising, and tutoring services).
- Training and supporting faculty as they create new distance education courses and programs.

Summary
Maryland's public colleges have seen some dramatic changes to their student enrollment in the past five to ten years. First, the overall surge in enrollments across all public institutions in 2011 and 2012 has waned; the "new normal" has community colleges seeing undergraduate enrollments at their lowest since Fall 2009 and the public four-year institutions seeing their highest undergraduate enrollments on record. Despite these differences, all institutions have seen increases in the diversity of their students (e.g., by age, race/ethnicity, family income, veteran status).

The efforts by the institutions to address the needs of a diverse student body will continue as they work to help achieve the goals set forth in the 2017 - 2021 Maryland State Plan for Postsecondary Education. Embedded within the Success and Access goals of this new plan are a number of strategies aimed at ensuring equal access to higher education for all Maryland citizens.

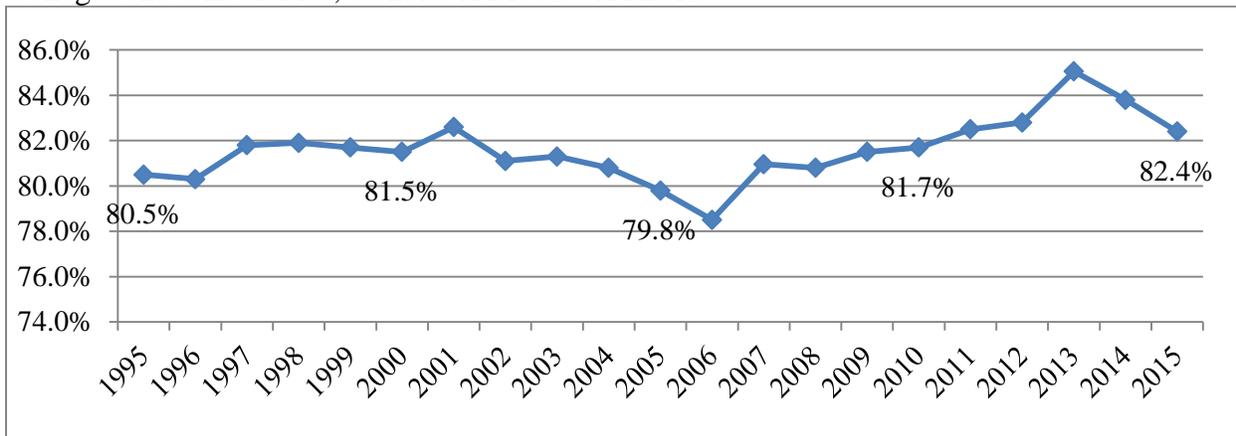**Second-Year Outcomes – Retention and Persistence**
The 2013-2017 State Plan identified the key aspects of Goal 2 - Access, Affordability, and Completion – as the "linchpins for an educated citizenry and… a productive workforce" for the State. As such, activities to meet the State Plan's institutional action recommendations tied to Goal 2 were extensive.

Many efforts focused on improving the number of students retained, as this is a key step in helping to increase college completion rates. A key benchmark and indicator for institutions is the second-year retention rate. This measure of effectiveness focuses on whether students remain enrolled and persist into the second year because it is an important marker in students' success trajectory.

Second-Year Retention at the Public Four-Year Institutions
Trend data over the past 20 years (Figure 6) indicates that the second-year retention rate for first-time, full-time students at Maryland's public four-year institutions has seen incremental increases. After peaking in 2013, the rates for the 2014 and 2015 cohorts declined to the levels found in prior years. However, it is important to note that cohort sizes have increased over the past 20 years (from 10,717 in 1995 to 14,021 in 2015), therefore a greater number of students are being retained each year as compared to earlier years.

Figure 6: Second-Year Retention Rates by Entering Cohort at Maryland Public Four-Year Colleges and Universities, Cohorts AY1995 - AY2015

Second-Year Outcomes at the Community Colleges
Common progress measures used by the community colleges combine both terminal outcomes (graduation and transfer) and persistence outcomes (continued enrollment). One such measure is the success rate for entering cohorts of first-time, full-time students. The trend data in Figure 7 (next page) shows that these outcomes have not changed dramatically over the past 20 years, with approximately 52.0% to 57.0% of entering full-time, first-time students persisting, graduating or transferring after two years of enrollment.

While the rates have stayed fairly flat over time, the size of the cohorts has increased. From 1995 to 2014, the cohorts increased 26.2% (from 11,336 to 14,301), and therefore, while rates are relatively flat, a greater number of students have persisted, graduated, or transferred over time.

Figure 7: Second-Year Outcomes by Entering Cohort at Maryland's Community Colleges,
Cohorts 1995 - 2014
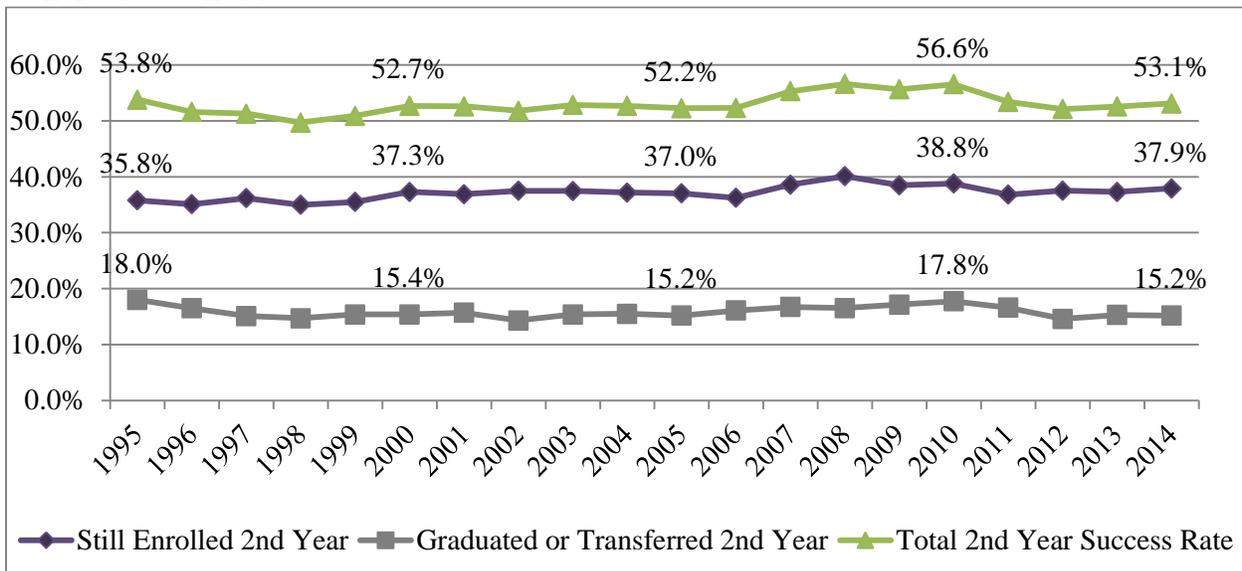
Institutional Responses

Although no specific measures tied to student retention were stated in the 2013-2017 State Plan,
retention plays an important role in the overall strategies that support goals tied to quality,
effectiveness, and completion. To that end, institutional responses to maintaining and improving
retention and academic progress outcomes were extensive, with an eye for the long-term goal of
improving overall student success. They included:

- Improving advising and other student services in an effort to ease the path of entry and
  progress for students. These improvements included establishing prescribed and clearly
  marked academic pathways for students upon enrollment.
- Using push technology and other communication strategies to help remind students of the
  requirements to maintain eligibility for financial aid, the process and timeline to register,
  drop and add courses, and reminders regarding advising and other key appointments.
- Preparing clear concise communication materials about important aspects of student
  success such as maintaining eligibility for financial aid, making sufficient academic
  progress each term, and identifying, from the outset, the requirements for degree
  completion so that barriers to completion are reduced.
- Strengthening support services (e.g., food banks, emergency loan programs, childcare,
  health care) to lessen the non-academic barriers to persistence that can occur for students.
- Developing adaptive learning courseware, which modifies a student's learning pathway
  as they interact with the course technology.
- Increasing reliance on predictive modeling, using algorithms and data to predict
  outcomes for students at risk and tailoring interventions to address identified needs.
- Using exit surveys to learn more about the drivers of student departure. A number of
  institutions identified that finances, family responsibilities, and work demands are the
  primary drivers of students' decisions to drop out.
- Tracking course attendance data and gathering input from faculty to identify and
  intervene with those students most at risk of dropping out or stopping out.

- Targeting financial aid (especially through scholarships and grants) to those who are most vulnerable to departure (e.g., low-income students, and students with unmet financial need).

Summary
Taken together the trends from the public four-year institutions and the community colleges show that, due to overall increases in rates (at the public four-year institutions) and increases in cohort sizes overall, a greater number of students are being retained in the second year than in the past. A general improvement in retention is a positive trend and a leading indicator of graduation.

Completion Rates and Degree Production
A key aspect of Goal 2 of the State Plan centered on completion rates and degree production. Specifically, institutions were tasked with maintaining their momentum in helping the State meet its 55% degree attainment goal. [17] Institutions have succeeded in helping Maryland meet this goal. Degree production and completion rates at the public four-year institutions and the community colleges have been trending upward over time.

Award and Degree Production
Overall award and degree production at Maryland public colleges and universities has increased 46.3% over the past 10 years (from 41,699 to 61,023). The figure below reveals that the greatest gains over time have been with awarding associate degrees (68.2% or from 9,874 in 2007 to 16,613 in 2016) and the smallest growth has been in doctoral degree production (6.4% from 1,911 in 2007 to 2,033 in 2016).

Figure 8: Award and Degree Production at Maryland Public Institutions: 2007-2016

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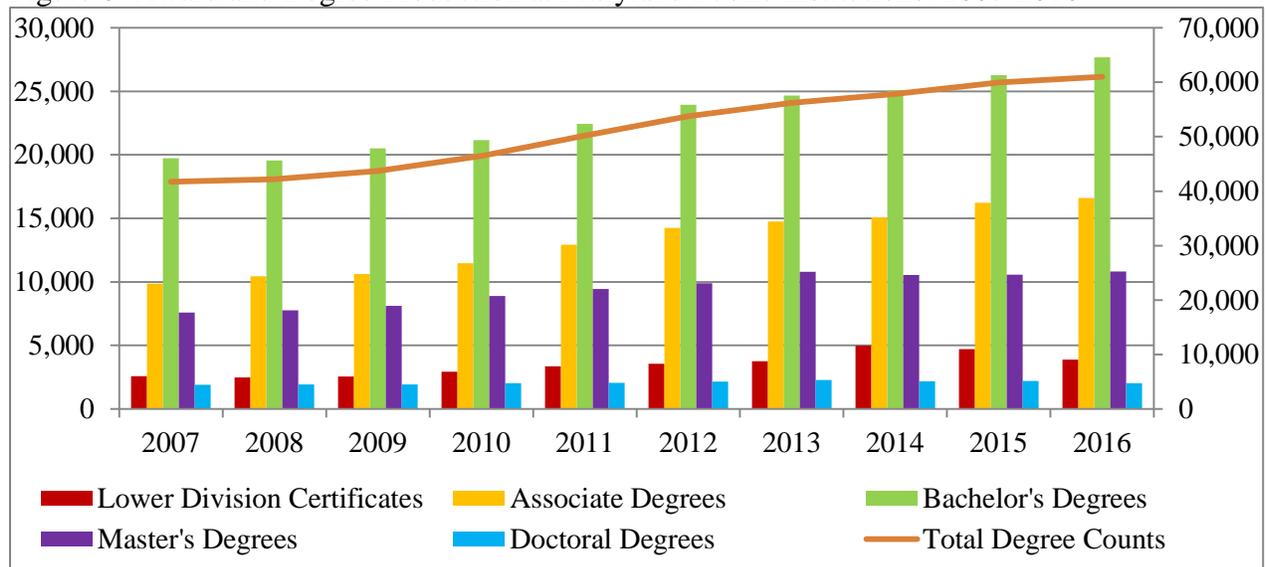
[17] In 2009 the State established a college completion goal that by 2025 55% of Marylanders between the ages of 25 to 64 will have a college degree.

Graduation Rates – Public Four-Year Institutions
Graduation rates at the public four-year institutions have trended upward over time, with the fairly consistent graduation rates over the past several cohorts. Along with this upward trend in graduation rates has been an upward trend in enrolment growth; therefore the number of undergraduates graduating in six years has increased as well (the 1995 cohort contained 10,717 and the 2010 cohort contained 14,262 students).
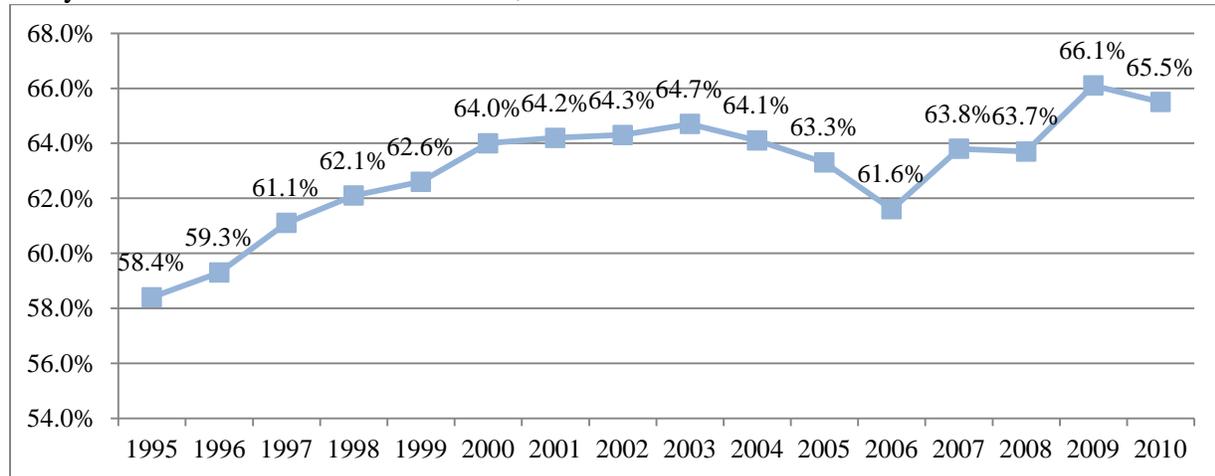
Figure 9: Trends in the Six-Year Graduation Rate by Entering Undergraduate Cohort at Maryland Public Four-Year Institutions, Cohorts 1995 - 2010

Degree Progress Analysis and Successful Persisters – Community Colleges
The Degree Progress Analysis is a tool used to measure success and completion at community colleges; it is a model that focuses on students whose enrollment behavior suggests that they intend to complete a degree or to transfer. This model examines student outcomes only for cohorts of students attempting 18 credits, including developmental credits, within the first two years of entry to the community college.

Successful persisters within the Degree Progress Analysis model are defined as students who, within four years of enrolling at the community college, completed at least 30 credit hours with a GPA of 2.00 or better, who have graduated and/or transferred, or who are still enrolled at the institution. Institutions report to MHEC the outcomes for all students within a fall cohort, including those who are considered "college ready" (as they did not need to be placed in remedial education based on assessments) and those who are identified as needing remedial coursework and subsequently complete it (known as developmental completers). There are also developmental non-completers: students who were identified to need developmental coursework in one or more subjects and did not complete all of the required courses. Table 3 (next page) shows selected trend data for these students. [18]

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[18] Data for the Degree Progress Analysis is provided by the community colleges.

Table 3: Trends in Graduation, Transfer, and Successful Persister Rates at Maryland Community Colleges, Select Cohorts from 2000 to 2012[19]

Fall Cohort	All Students		College Ready		Developmental Completers		Developmental Non-Completers	
	Grad./ Transfer Rate	Successful Persister	Grad./ Transfer Rate	Successful Persister	Grad./ Transfer Rate	Successful Persister	Grad./ Transfer Rate	Successful Persister
2000	48.2%	77.5%	58.6%	84.0%	52.9%	83.9%	23.8%	28.2%
2003	47.8%	71.0%	61.4%	83.7%	54.1%	81.9%	30.3%	25.7%
2006	51.4%	71.7%	64.3%	81.0%	56.8%	84.1%	32.5%	32.7%
2009	49.2%	69.3%	67.2%	82.3%	58.7%	84.5%	36.5%	27.5%
2012	49.5%	71.2%	68.5%	84.9%	53.7%	82.3%	30.1%	24.3%

From this table we can see that overall graduation, transfer, and successful persister rates have stayed relatively flat over time for all groups. Despite this, there are some positive trends. Most notable are the outcomes for developmental completers; they graduate, transfer or continue enrollment at comparable rates to the college-ready students. Data presented earlier in this report indicated that the majority of community college students require developmental coursework, therefore this trend demonstrates that, once they complete the sequence of developmental courses, they fare as well as their more well-prepared peers when enrolling in credit bearing courses.

In addition, developmental completers are by far the largest subset of students analyzed in the Degree Progress Analysis (for example, for the Fall 2012 cohort 4,921 were "college ready," and 7,998 were counted as "developmental completers;" another 5,554 were included in the "developmental non-completers" counts). Therefore, their high successful persister rates, coupled with the fact that they are the largest subset of students analyzed in this framework, means that a greater number of these students are achieving positive educational outcomes.

Institutional Responses
A number of the implementation measures and strategies tied to completion within the 2013-2017 State Plan have been achieved. Examples of institutions' efforts tied to helping the State reach its goals included:
- Identifying and reaching out to "near completers" to assist them in re-enrollment and subsequent graduation; institutions report doing this through MHEC's One Step Away grant program and/or through their own funding.
- Focusing time, energy, and resources on addressing developmental education challenges. Almost all institutions report redesigning courses, especially developmental math courses, which have been identified as a barrier to academic progress for many students. Redesign can take the form of a flipped classroom, an accelerated curriculum, or other means of helping remedial students complete the required developmental coursework, progress to credit-bearing courses and complete their educational goals.

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[19] Successful persister rates include graduation, transfer and continued enrollment rates.

- Identifying, through data analysis, key points of student departure (in addition to the second year metrics) and focusing energy and resources to provide more comprehensive support for at-risk students (e.g., mentoring, advising, course offerings).
- Easing the transfer process through expanding transfer services and establishing articulation agreements to reduce or eliminate barriers for students.
- Training instructional faculty in developing and teaching distance education courses to help ensure the classes meet or exceed the standards held for traditional class instruction.

Summary
The completion outcomes for the community colleges and the public four-year institutions are positive. The institutions' efforts to address student retention have a carryover effect in helping students persist to completion. Therefore, many of the activities and polices institutions are employing to address retention issues also aid in addressing and meeting their completion goals.

The Achievement Gap
Embedded within Goal 2 of the 2013-2017 State Plan were implementation strategies aimed at narrowing the outcome gaps in retention and graduation that exist between racial and ethnic minority students and the overall student population. Specifically, African American and Hispanic/Latino student outcomes were discussed because of the persistent gaps that exist when comparing their educational progress to the progress of other students.

All institutions' Performance Accountability Report benchmarks and metrics track student outcomes. For public four-year institutions these measures include the second-year retention rates and six-year graduation rates for racial and ethnic minority students. For community colleges, these measures include the successful persister rates and four-year graduation and transfer rates for minority students.

Public Four-Year Institutions
Table 4 (next page) shows the second-year retention rate and six-year graduation rate trends for undergraduate students at Maryland's public four-year colleges and universities. Two trends stand out among the data. First, differences exist when comparing racial and ethnic groups among cohorts, with the African American students being retained and graduating at lower rates than their peers. This is particularly pronounced when comparing graduation rates of African American students with their peers; these gaps in rates range between 22.2 and 34.7 percentage points for the most recent cohort.

Table 4: Undergraduate Second-Year Retention and Six-Year Graduation Rates by Entering Cohort at Maryland Public Four-Year Institutions by Race and Ethnicity, Select Cohorts from 1995 to 2015

	Second-Year Retention Rates				Six-Year Graduation Rates			
Cohort	African American	White	Asian	Hispanic/ Latino	African American	White	Asian	Hispanic/ Latino
1995	77.7%	82.0%	85.5%	80.5%	43.1%	67.1%	68.1%	52.1%
2000	74.9%	84.2%	86.8%	83.8%	45.1%	72.2%	75.2%	67.0%
2005	72.2%	83.5%	86.3%	78.9%	42.2%	74.1%	73.6%	61.4%
2010	75.1%	85.3%	89.3%	82.7%	45.5%	76.5%	80.2%	67.7%
2015	74.0%	86.8%	90.7%	83.3%				

Second, retention trends improve over time for all racial and ethnic groups except for African American students. Graduation rates improve for all groups over time, yet the progress of African American students is much flatter (only 2.2 percentage points). Conversely, Hispanic students have seen the greatest gains in graduation rates, increasing 15.6 percentage points from the 1995 cohort to the 2010 cohort.

Community Colleges
Data from the community colleges' Degree Progress Analysis measure also reveal differences in outcomes for ethnic and racial minorities. The successful persister rate for all community college students in the most recent cohort (2012) was 71.2%, whereas this rate was lower for African American students (61.5%) and Hispanic students (69.6%) but higher for Asian students (82.7%).[20] Trend data shows that progress has been made in closing this gap, at least short term; for example, the successful persister rate for African American students in the 2010 cohort was 58.6%, a 2.9 percentage point difference from the 61.5% rate for the 2012 cohort noted above.

Trends in four-year graduation and transfer rates by race and ethnicity at the community colleges show several trends of note. As Table 5 (next page) shows, all student groups have seen progress on these measures over time. Hispanic students have made the greatest gains (10.2 percentage point increase), followed by African American students (a 6.0 percentage point increase).

Yet when comparing results by cohort, African American students consistently graduate and transfer at lower rates than their peers. The differences in graduation and transfer rates between African American students and other racial and ethnic groups for the most recent cohort range from 6.3 percentage points (comparing African American students to Hispanic/Latino students) to 26.8 percentage points (comparing African American students to Asian students).

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[20] Community colleges' Degree Progress Analysis reports provide data on African American, Hispanic, Asian and all students. Institutions may opt to report on white students, but it is not required. Institutional submissions are aggregated into statewide figures.

Table 5: Four-Year Graduation and Transfer Rates by Race and Ethnicity by Entering Cohort at Maryland Community Colleges, Select Cohorts from 1996 to 2012

| Cohort | Four-Year Graduation-Transfer Rates by Race/Ethnicity | | | | |
	All Students	African American	White	Asian	Hispanic/Latino
1996	32.1%	18.6%	37.5%	46.4%	20.6%
2000	34.0%	20.6%	39.9%	41.7%	23.9%
2004	34.9%	21.7%	40.6%	44.0%	29.1%
2008	33.5%	21.4%	39.1%	46.3%	30.3%
2012	35.8%	24.6%	42.5%	51.3%	30.8%

Institutional Responses
Institutions' current practices are targeted at lessening the gap in outcomes between racial and ethnic minorities and all students. Many of these are programs, initiatives, and efforts are related to aiding all students in progressing to completion. These included:
- Near-peer and other mentoring programs aimed at helping students feel connected to and part of the larger campus community.
- Offering tutoring and other support services to help students succeed academically.
- Adjusting hours and staffing levels of walk-in centers (tutoring, financial aid, health services) so that students can access these services at varied and convenient times.
- Collaborating through such initiatives as the Predictive Analytics Reporting framework, Achieving the Dream, and other national programs to identify and address long-standing gaps in retention and graduate for all students, with specific attention to racial and ethnic minorities.

Summary
Taken together, these trends show that incremental progress is being made in increasing the retention and graduation rates of racial and ethnic minorities, but the rates of progress differ, with African American students seeing the smallest gains overall. While institutions should be encouraged that the long-term trends are an indicator that their efforts are making a difference, ongoing focus on this intractable problem must continue.

Affordability
The third key aspect of Goal 2 of the 2013-2017 State Plan focused on affordability. Within the Plan, institutions and the State were tasked with maintaining affordability by limiting tuition and fee increases, developing ways to control for costs, and providing financial aid to those most in need of aid.

Tuition and Fees
Tuition and fees at Maryland's public colleges and universities have risen over the past decade (Figure 10 next page). From 2006 to 2016, tuition and fees at the public four-year institutions have increased an average of 2.8% each year, with a total increase of 30.9% over that time. Similarly, the community colleges' tuition and fees have increased an average of 3.3% each year, for a total increase of 36.6%.

Figure 10: Trends in Average In-State/In Service Area Undergraduate Tuition and Fees at
Maryland Public Institutions: FY 2006 – FY 2016
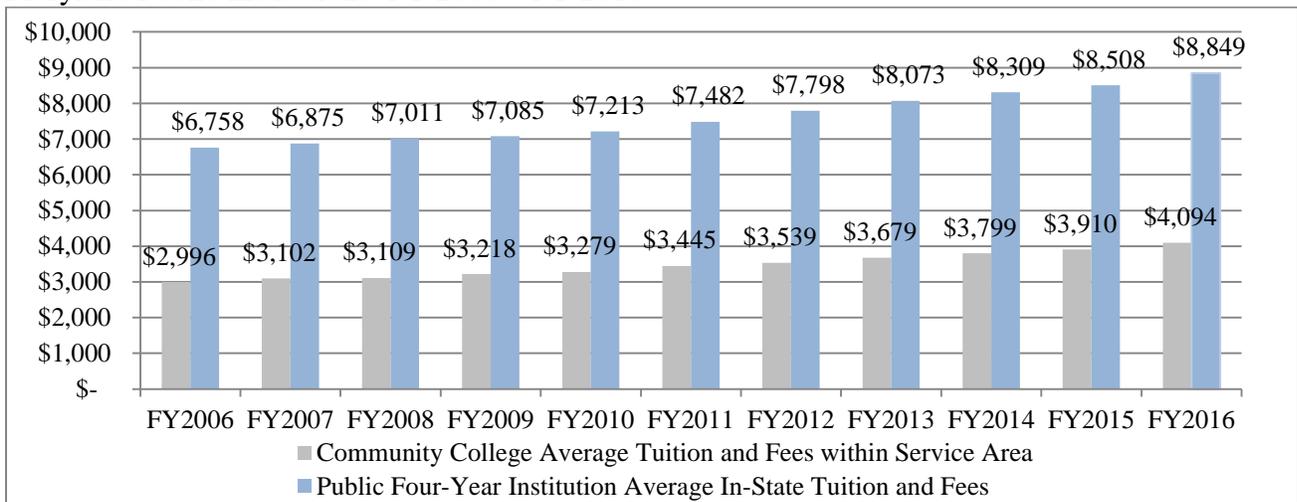
Despite these increases, in FY 2016, according to the College Board's *Trends in College Pricing*
report,[21] Maryland's public four-year colleges and universities were ranked as the 25th most
expensive in the nation, and the state's community colleges were ranked 21st most expensive.

Figure 11: Maryland's Rank among States for Average, Published In-state Tuition and Fees:
2006-2007 – 2015-2016
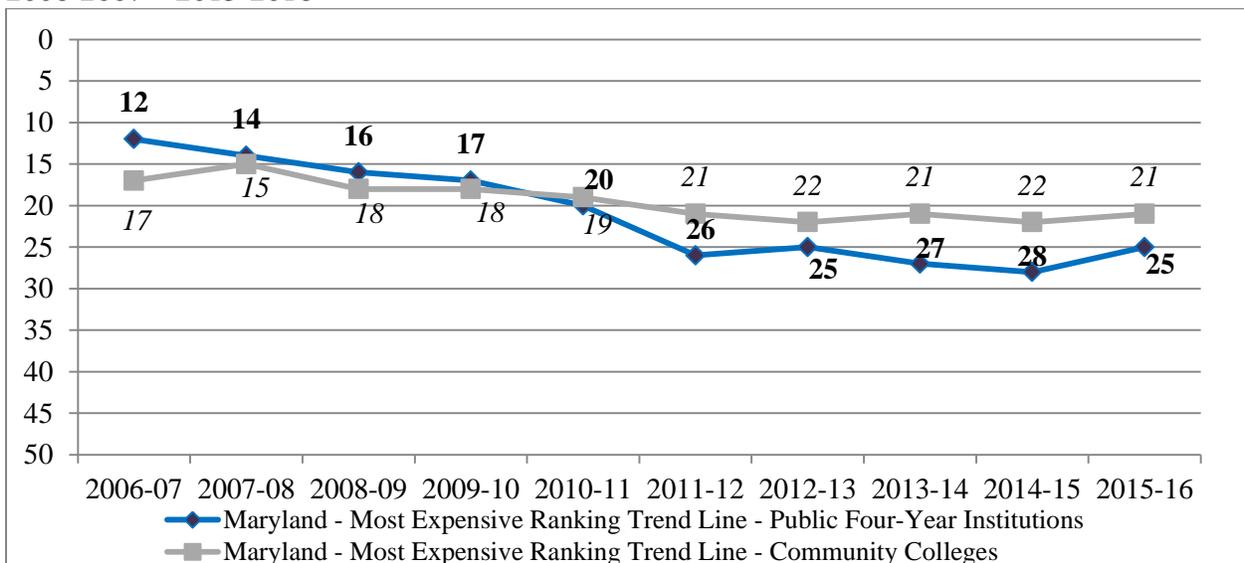
As Figure 11 shows, Maryland's national rankings regarding average in-state tuition have stayed
fairly consistent since 2011-2012.

[21] Jennifer Ma, Sandy Baum, Matea Pender and D'Wayne Bell, "Trends in College Pricing, 2015. Trends in Higher
Education Series," *College Board* (2015), Table 5. Average Published Tuition and Fees by State in Current Dollars
and in 2015 Dollars, 2004-05 to 2015-16. https://eric.ed.gov/?id=ED572540.

Regardless of institutions' success in maintaining modest year-to-year tuition and fee increases, many report the constraints they feel in maintaining affordability, while balancing increases in operating costs, flattening State support, and increasing student demand for limited financial aid resources. They fear that the current financial operating model in unsustainable.

Community colleges, in particular, discussed the challenges they face in fulfilling their goal of maintaining tuition and fees at half the level of average tuition and fees charged by the USM institutions. Community colleges feel an ongoing pressure to rely on tuition as their primary revenue source due to a pattern of State funding below statutory expectations, ongoing growth in fixed costs and other operating costs, declining enrollments, and shifting service area funding.

Sources of Operating Revenue
As Tables 6 and 7 show (below and following page), Maryland's public higher education institutions have become more reliant on tuition and fees as a source of revenue over time. Operating grants, which includes federal, local/private, and State funds, have decreased for all institutions as a source of revenue. State appropriations have increased more at four-year institutions than community colleges. Therefore, the percentage of revenues from State appropriations has stayed relatively flat at the community colleges and increased at the public four-year institutions during the last decade. Community colleges' local appropriations, which make up the remaining source of operating revenue, have seen modest increases (30.6% in FY 2006 and 32.2% in FY2016).

Table 6: Community College Trends in Operating Revenue per FTE: FY 2006 and FY 2016

	FY 06		FY 16	
Sources of Operating Revenue	$	% of Total Operating Revenue per FTE	$	% of Total Operating Revenue per FTE
Tuition and Fees Revenue plus Discounts and Allowances per FTE	$4,102	35.9%	$5,533	38.1%
Operating Grants per FTE	$1,063	9.3%	$646	4.5%
State Appropriations per FTE	$2,766	24.2%	$3,657	25.2%
Local Appropriations per FTE	$3,491	30.6%	$4,670	32.2%
Total	$11,422		$14,506	

Source: IPEDS

Table 7: Public Four-Year Institution Trends in Operating Revenue per FTE: FY 2006 and FY 2016

	FY 06		FY 16	
Sources of Operating Revenue	$	% of Total Operating Revenue per FTE	$	% of Total Operating Revenue per FTE
Tuition and Fees Revenue plus Discounts and Allowances per FTE	$9,506	37.2%	$11,785	40.8%
Operating Grants per FTE	$8,352	32.7%	$7,716	26.7%
State Appropriations per FTE	$7,705	30.1%	$9,406	32.5%
Total	$25,562		$28,908	

Source: IPEDS

Operating Expenditures

Tables 8 and 9 (below and next page) reflect the primary operating expenditure areas on a per-FTE basis for the community colleges and the public four-year institutions. For the community colleges, primary operating expenditures on a per-FTE basis have increased approximately 54% over the past ten years. Public four-year institutions have seen less dramatic increases on a per-FTE basis, growing 19.9% over that time.

Table 8: Community College Trends in Operating Expenditures per FTE: FY 2006 and FY 2016

	FY 06		FY 16	
Primary Operating Expenditure Areas	$	% of Total Operating Revenue per FTE	$	% of Total Operating Revenue per FTE
Instruction Expenditures per FTE	$4,957	67.2%	$7,943	65.7%
Academic Support Services per FTE	$1,197	16.2%	$2,066	17.1%
Student Services per FTE	$1,165	15.8%	$2,007	16.6%
Total	$7,319		$11,306	

Source: IPEDS
Note: The two remaining areas of revenue, Research and Public Service, constitute an additional small percentage (<1.0%)

Table 9: Public Four-Year Institution Trends in Operating Expenditures per FTE: FY 2006 and FY 2016

	FY 06		FY 16	
Operational Expenditures	$	% of Total Operating Revenue per FTE	$	% of Total Operating Revenue per FTE
Instruction per FTE	$8,477	43.3%	$9,979	42.5%
Research per FTE	$6,121	31.2%	$7,105	30.2%
Public Service per FTE	$1,160	5.9%	$1,245	5.3%
Academic Support per FTE	$2,584	13.2%	$3,336	14.2%
Student Services per FTE	$1,258	6.4%	$1,827	7.8%
Total	$19,601		$23,492	

Source: IPEDS

There may be several drivers of increasing expenditures per FTE at these institutions. First, higher education is a labor-intensive endeavor, with faculty, staff, and administrators serving as crucial components to the missions of higher education institutions. Therefore the kinds of efficiencies that most businesses realize through automation and technological innovation have not led to reduced costs in this sector. Second, the rise in student services spending may reflect a greater emphasis on career counseling and academic advising by professional staff, as well as students' expectations about access to campus mental health and other support services. Lastly, the rising costs of information technology and its infrastructure might be driving increased academic support expenditures.

For the community colleges, the increased associate's degree production may be increasing institutional expenses. Students seeking associate's degrees may take longer to complete their degree requirements than their peers pursuing shorter-term certificates, so they may be utilizing campus services for a longer period of time. This factor, coupled with institutions' encouraging students to complete their associate degree prior to transferring to a four- year institution, also keeps these students on campus longer. This illustrates that it is often necessary to increase spending per student in order to achieve lower spending per graduate.

Lastly, community colleges report that another factor contributing to increases in instructional expenditure is the amount of resources they devote to remedial education and the move, for many, to co-requisite remediation. Upfront costs of modifying courses and hiring additional instructors does increase short-term expenditures. [22] Ideally, long-term costs will be reduced as the co-requisite model is more fully implemented.

In sum, the revenue data in Tables 6 and 7 show State (and local, for the community colleges) appropriations as measured by FTE have increased between FY 2006 and FY 2016 while

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[22] Clive Befield, Davis Jenkins, and Hana Lahr. Is Corequisite Remediation Cost Effective? Early Findings From Tennessee. CCRC Research Brief, Number 62. (April 2016).
https://ccrc.tc.columbia.edu/media/k2/attachments/corequisite-remediation-cost-effective-tennessee.pdf

operating grants have decreased. This combination of increases and decreases from these sources has resulted in an overall net increase in revenue from FY 2006 to FY 2016 of $1,066 per FTE and $1,654 per FTE for public four-year institutions and community colleges respectively. Concurrently, expenses per FTE have increased $3,891 and $3,987 from FY 2006 to FY 2016 at public four-year institutions and community colleges respectively. As a result, to address the gap between operating expenditures and state and local grants and appropriations, institutions have had to put a greater burden on students and their families to be the source of revenue to close the funding gap with tuition and fees. This in turn puts more pressure on financial aid to help maintain affordability for Maryland students and families.

Financial Aid
Sources of aid to Maryland's public college and university students have shifted over time, while a greater number of students has sought aid to cover the costs of a college education. Support from the federal government, primarily through grants and loans, provides the lion's share of aid awarded to Maryland students. Over the past ten years, the public colleges in Maryland have seen an increased role of federal financial aid awards (see Tables 10 and 11). This is driven in part by shifts in federal aid policies which have increased Pell grant funding, reduced (and eventually eliminated) the Parent PLUS loan, and increased the availability and size of federal loans.

In addition, institutions have seen sizeable increases in the amount of institutional aid awarded to students. Community colleges have increased total institutional aid by 176.1%, and public four-year institutions have increased this form of aid by 100.4% (see Tables 10 and 11).

Table 10: Trends in Federal, State, Institutional , and Private Financial Aid Awarded at Maryland Public Two-Year Institutions: FY 2006 to FY 2015

	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Federal Aid	$115.8M	$112.9M	$127.9M	$169.7M	$255.4M	$307.6M	$324.5M	$314.7M	$303.9M	$293.9M
State Aid	$13.1M	$16.7M	$18.4M	$17.7M	$15.6M	$14.8M	$16.7M	$16.0M	$16.8M	$15.8M
Institutional Aid	$9.0M	$10.2M	$11.4M	$20.6M	$25.0M	$24.7M	$23.9M	$24.2M	$22.8M	$24.9M
Private Aid	$5.9M	$6.6M	$7.1M	$6.7M	$6.7M	$7.7M	$8.5M	$9.4M	$10.3M	$10.6M
Total	$143.8M	$146.4M	$164.8M	$214.7M	$302.7M	$354.9M	$373.6M	$364.2M	$353.8M	$345.1M

Table 11: Trends in Federal, State, and Institutional Financial Aid Awarded at Maryland Public Four-Year Institutions: FY 2006 to FY2015

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY2015
Federal Aid	$391.5M	$379.5M	$407.8M	$504.6M	$606.7M	$669.4M	$687.5M	$670.2M	$683.2M	$708.5M
State Aid	$54.8M	$60.6M	$62.0M	$64.8M	$63.6M	$59.4M	$56.8M	$59.2M	$72.5M	$67.6M
Institutional Aid	$90.6M	$104.9M	$113.1M	$120.0M	$145.4M	$146.3M	$135.2M	$141.5M	$149.7M	$181.6M
Private Aid	$94.1M	$95.1M	$111.0M	$116.1M	$97.1M	$97.1M	$102.0M	$106.7M	$110.5M	$117.7M
Total	$631.0M	$640.1M	$693.9M	$805.5M	$912.7M	$972.1M	$981.5M	$977.6M	$1015.9M	$1075.3M

When trend data is analyzed on a per-FTE basis (Table 12 next page), the most dramatic changes include the increases in federal aid per FTE (an increase of 120.1% and 48.0% at the community colleges and public four-year institutions respectively) and institutional aid per FTE (139.4% and 63.9% at the community colleges and public four-year institutions respectively) from FY 2006 to FY 2015. Comparatively, state aid per FTE grew 4.8% (community colleges) and 0.9% (public four-year institutions).

Table 12: Trends in Undergraduate Financial Aid by FTE at Maryland Public Colleges and Universities: FY 2006 and FY 2015

Sources of Aid per FTE	Community Colleges		Public Four-Year Institutions	
	FY 2006	FY 2015	FY 2006	FY 2015
Federal	$ 1,594.93	$ 3,510.02	$ 3,621.28	$ 5,360.14
State	$ 179.74	$ 188.35	$ 506.89	$ 511.54
Institutional	$ 123.96	$ 296.80	$ 838.03	$ 1,373.84
Private	$ 81.26	$ 126.60	$ 870.40	$ 890.14
Total by FTE	$ 1,979.89	$ 4,121.78	$ 5,836.59	$ 8,135.66

Institutional aid plays an increasing role at all institutions. Community colleges report a boost in the amount of institutional grant and scholarship funds they award to students, and the public four-year institutions report the greatest growth in institutional grants to students, and more modest growth in institutional scholarships. For all institutions, sources of institutional aid include individuals, businesses, and organizations associated with the college or the institution's foundation or endowment.

Notable, too, is the change in size of the financial aid recipient pool from 2006 to 2015. Community colleges have seen a 58.8% increase in the number of undergraduate aid recipients (from 53,932 to 85,635), and public four-year institutions have seen a 46.0% increase (from 66,606 to 97,240).

Taken together, the trend data shows that a greater number of students are seeking aid, and the greatest portion of their aid package is likely from federal aid programs. Institutional aid has increased overall, with grants and scholarships used to complement federal aid. The amount of state aid awarded at public four-year institutions and community colleges has stayed relatively flat.

Institutional Responses
Many institutions report the efforts they put forth to control costs. These include:
- Increasing their reliance on e-books and other cost-effective classroom materials.
- Redistributing job responsibilities when vacancies occur versus automatically filling the position.
- Seeking energy efficiency solutions (e.g., solar panels, high-efficiency lighting) within their classrooms and other facilities.
- Establishing or re-negotiating contracts with vendors for custodial services, dining services, and other auxiliary expenses.

Summary
Institutions' efforts to meet the goals and strategies put forth in the 2013-2017 State Plan around affordability have provided mixed results. Expenditures have steadily increased, and with state and local support staying relatively flat, institutions have relied more heavily on tuition and fees to cover costs. Institutions have fulfilled a State Plan measure around increasing institutional aid, leveraging alumni funds and other monies to help reduce reliance on state and federal financial aid.

Conclusions and Recommendation

The focus of this report has been on several key goals established in the 2013-2017 State Plan, including Goal 2 (Access, Affordability, and Completion) and Goal 3 (Diversity). While institutions made progress in meeting a number of the strategies and measures set forth in the remaining four goals of the State Plan, it is beyond the scope of this report to discuss them all in detail. Institutions should be commended for their work overall in helping to meet the goals of the State Plan and are generally well-positioned to help advance the work of the 2017 Plan.

From this report, two sector narratives emerge. The narrative for the community colleges includes declining enrollments, flattening state and local support, and pressures to increase tuition to help address rising costs. Institutions are putting more money into financial aid to help attract and retain students, and are funding continued efforts to address the needs of remedial students through course redesign and other measures aimed at increasing efficiencies for the institutions and the students. Many institutions are focusing resources on expanding distance education and partnering with local industries to identify new program areas to attract new students. Despite these challenges, community colleges have played a key role in helping the state meet and exceed its completion goal.

The public four-year institutions' narrative involves overall increases in enrollments coupled with increased efforts to help retain students to graduation. These efforts have paid off with higher retention and graduation rates and have helped the state meet and exceed its completion goal. Rising tuition and fees and increases in state support have been the primary sources of revenue to address the rising costs associated with operations. The public four-year institutions have attempted to diversify funding streams, with an increased reliance on alumni and other private funds to help fill spending gaps. These funds have been used, in part, to help provide financial aid to students as a means to maintain affordability.

Both the community colleges and the public four-year institutions perceive a risk of slowly declining enrollments in the short term due to a shrinking high school graduate pool. Concerns over continued enrollment declines should result in institutions re-allocating some resources away from admissions to retention, with more attention paid to identify risk factors for student attrition throughout the entire education pathway (not just the first or second year). Early-warning systems that leverage data can assist advisors, faculty, and other administrators in identifying not only the individuals at greatest risk of departure, but also the institutional factors that may be contributing to student attrition.

These efforts to focus on retention should include special attention to the gaps in achievement for racial and ethnic minorities, especially for African American students. While progress has been made in closing outcome gaps for these students, more can be done. Best practices can be gleaned from those institutions in Maryland that have sustained comparable retention and graduation rates for all student groups.

Institutions cannot solve the issues of affordability alone. The State and the institutions share the responsibility to find solutions to rising college prices, flattening state support, and increased costs. Higher prices mean fewer families can pursue the education and training they need to prosper and contribute to the state's workforce needs. Low- and middle-income families are at

risk of being priced out of higher education and therefore miss the long-term personal, financial, and public benefits that come from a college education.

Despite the challenges facing Maryland's colleges and universities, the vast majority are well-positioned to help fulfill the strategies set forth in the new State Plan. This plan puts front and center the need to increase student success and diminish student debt. The strategies outlined in the plan will help ensure Maryland continues its legacy of higher education excellence.

In the coming year, the Commission will work with institutions to ensure that their narrative reports, benchmarks, and indicators align with the 2017 State Plan. In addition, the staff will continue to use statewide data to help answer questions tied to affordability, student success, degree completion, and workforce needs.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2017 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law.

TARGETED INDICATORS
AND CAMPUS RESPONSES

COMMUNITY COLLEGES

ALLEGANY COLLEGE OF MARYLAND

Fall-to-fall retention of developmental students (Indicator 3a).
Developmental completers after four years (Indicator 4).
Successful-persister rates after four years of developmental completers (Indicator 5b).
Graduation-transfer rate after four years of developmental completers (Indicator 6b).

Commission Assessment: The College is to be commended for the progress it has made on the persistence and progress of its developmental students, including such accomplishments as increasing the fall-to-fall retention rates of developmental students by 8.2 percentage points in four years. Discuss the factors contributing to these trends, and describe any best practices by the College that might be emulated by other institutions.

Response: The success of first time students, particularly developmental students, has been a point of great emphasis at the College over the last four years. Allegany College of Maryland received a Title III grant from the federal government beginning in 2013 to develop an Advising Center for use in developing appropriate and timely interventions in the student enrollment process.

Other work by the College in this area includes expansion of tutoring related to Reading, Writing, Science, and Math for students in developmental and introductory courses, early alert student monitoring, and professional development related to customer service.

Additionally, ongoing efforts by the Developmental Task Force serve to identify areas for improvement, facilitate conversation across disciplines, and evaluate student success in key areas.

ANNE ARUNDEL COMMUNITY COLLEGE

Successful-persister rate after four years of African American/Black, Asian, and Hispanic/Latino students (Indicator 23).
Graduation-transfer rates after four years of African-American/Black, Asian, and Hispanic/Latino students (Indicator 24).

Commission Assessment: In its 2016 Performance Accountability Report the College noted that its non-white enrollments have increased (from 32.0% in 2012 to 34.5% in 2015) despite overall enrollment declines. Over this same period of time, the College has seen fluctuations and decreases in the successful-persister rates and graduation-transfer rates of its minority students. Most notable is the four-year graduation-transfer rates for Black/African American students, which fell to its lowest point in the past four years (from 41.3% for the Fall 2008 cohort to 40.2% for the Fall 2011 cohort). The College acknowledges these trends and has committed itself to study aspects of the problem in more detail, especially in light of the continued increase in non-white enrollment the College anticipates over the coming years. Please provide an analysis of the relevant conditions or factors that may have affected these trends, and discuss specific actions taken to improve performance in these benchmarks.

Response. The 2011 cohort entered AACC at a time when enrollment was at peak, during the recession and higher unemployment rates. Community colleges tend to see higher enrollment during these cycles and declining enrollment as the employment rate improves. Many of these students enrolled at AACC while unemployed or under-employed, and thus may have had less attachment to completing a degree once they found employment. This is further evidenced by the recovery reflected in the four-year graduation-transfer rate for the fall 2012 cohort of Black/African American students, which rebounded to 46.3%, up from 40.2% for the fall 2011 cohort and closer to the five-year high of 46.5% (Ind. 24a). In addition, the successful-persister rates after four years for the fall 2012 cohort of Black/African American students increased significantly to a five-year high of 66.8%, up from 60.9% for the fall 2011 cohort (Ind. 23a).

The college continually addresses student achievement gaps and is part of Achieving the Dream, a national initiative to improve student success among low-income students and students of color. AACC is committed to minority student success and achievement and has multiple exemplary programs in place, including the Student Achievement and Success Program (SASP), First-Year Experience (FYE), Black Male Initiative (BMI), and the Adelante Bridge Program for Latino/Latina students. Through its strategic plan, the college is committed to addressing equity gaps by focusing on increasing student success in developmental mathematics and highly-enrolled, general education courses that exhibit some of the institution's widest achievement gaps. Equity-focused dashboards have been created that allow users to access achievement gaps college-wide, by programs or by courses. The intent is that data will be widely and easily accessible making the focus on achievement gaps inescapable for the college community.

BALTIMORE CITY COMMUNITY COLLEGE

Market share of first-time, full-time freshmen (Indicator 12).
Market share of recent, college-bound public high school graduates (Indicator 14).

Commission Assessment: The College has seen fluctuations in the market share of first-time, full-time freshmen and of recent, college-bound public high school graduates over the past few years. The College has set an aggressive benchmark goal for increasing the market share of recent, college-bound high school graduates by 14.4 percentage points (from 25.4% in Fall 2015 to 39.8% in 2020) and a more modest benchmark increase for the market share of first-time, full-time freshmen (from 15.0% in Fall 2015 to 20.0% in 2020). Please discuss what factors inform these benchmarks and the plans put in place by the College to meet these goals.

Response: BCCC's market share of first-time, full-time freshmen fell in fall 2016 to 13.5% (Indicator 12). While the share for this population declined by 1.5% from fall 2016 (27 students), the market share for first-time part-time freshmen increased by 3.3% (102 students). BCCC's credit student population is largely comprised of part-time students; that proportion has increased in recent years to 69.9% in fall 2016 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 57.3% are 25 years of age or older and 45.4% are employed at least 20 hours per week (Characteristics F and G). BCCC continues its efforts to support full-time enrollment. Respondents to the 2016 CCSSE reported that 44.9% have children that live with them and 49.5% reported that child care is an important service to them. The College's Clarence W. Blount Child Care Center expanded its access for the children of students and staff (with limited slots for the community); it now serves children six months to 12 years of age and offers evening care. Scholarships are offered through the federal Child Care Access Means Parents in School grant. The Center participates in the Maryland Child and Adult Food Program which enables the children to receive three healthy meals a day and nutrition education. It is open every day that the College is open for regular operations (excluding spring break and scheduled professional development days). CCSSE respondents report that data 67.1% use their own income/savings as a major or minor source for paying their tuition. To ease the financial burden, BCCC has launched Open Educational Resources (OER), a State and national effort to reduce college costs through use of copyright-free resources including e-textbooks and videos. The College received three OER mini-grants from the University of Maryland's Kirwan Center for Excellence to create and offer courses that do not require textbook purchases, which are designated as Z-courses. BCCC implemented a task force to institutionalize the use of OERS and coordinate communications about Z-courses to students. In addition to the cost savings, students get immediate access to the resources on the first day of class via computer, tablet, or smartphone. Fall 2017 Z-courses include Psychology (PSY) 101; Biology (BIO) 101 and 102; and Preparation for Academic Achievement (PRE) 100.

The market share of recent, college-bound high school graduates fell to 19.8% in fall 2016 (Indicator 14). BCCC has noted the Commission's concern along with the decline of 5.6% for the fall 2016 group. In light of these factors, BCCC is revising its benchmark for fall 2020 to 28.0%. New relationships have been forged with BCPSS through such initiatives as P-TECH. The population of the P-TECH students is younger than anticipated at the time of last year's Report. Students who began the BCCC component of the P-TECH initiative this summer were as

young as rising high school sophomores; they are not likely to be in a future cohort of recent high school graduates. The initiative recently announced by Baltimore City Mayor Catherine Pugh regarding free tuition at BCCC for recent BCPSS graduates slated to begin in fall 2018, coupled with the College's other outreach initiatives to BCPSS discussed earlier in the Report, are expected to increase our market share to the revised benchmark for fall 2020 of 28.0%.

CARROLL COMMUNITY COLLEGE

Market share of first-time, full-time freshmen (Indicator 12).
Market share of recent, college-bound public high school graduates (Indicator 14).

Commission Assessment: The College has seen fluctuations in the market share of first-time, full-time freshmen and of recent, college-bound public high school graduates over the past few years. The College has set an aggressive benchmark goal for increasing the market share of recent, college-bound high school graduates by 14.4 percentage points (from 25.4% in Fall 2015 to 39.8% in 2020) and a more modest benchmark increase for the market share of first-time, full-time freshmen (from 15.0% in Fall 2015 to 20.0% in 2020). Please discuss what factors inform these benchmarks and the plans put in place by the College to meet these goals.

Response: The college continuously monitors student performance in its online and accelerated-format courses, surveys students to gain their insights into the effectiveness of these learning formats, and provides professional development to faculty involved in online and shorter-term courses.

An effective online experience requires a faculty member who understands how to manage learning in the distance format. The college encourages all faculty to complete formal Quality Matters (QM) training; 21 Carroll faculty have earned the Certificate for Online Adjunct Teaching (COAT) credential. The college's support of distance students includes the following semester preparations, activities, and services:

Academic advisors advise students about distance formats and habits conducive for distance format success. The distance-learning pages on the college's website include distance-formats descriptions, a listing of scheduled distance sections, questions to consider when deciding to enroll in a distance format, and guest access to the Learning Management System (LMS) and distance format orientation so that students can become familiar with all aspects of taking an online course prior to enrolling.

Outreach to new students includes emailing links to LMS login instructions, orientation to LMS features, and a course site within the LMS that contains a more in-depth orientation to the distance format with videos, podcasts, and activities. Outreach to distance instructors includes emailing links to student orientation materials.

Campus orientations have included a brief LMS orientation, prompting students to logon to the LMS. Additionally offered were separate, voluntary, on campus distance-learning orientation sessions in the spring and fall terms. A general practice during week-1 of a major term is to position LMS support staff in student common areas in the evening up to 8 p.m.

The opening of LMS course sites, "Preview Week", one week prior to the course start date provides access to the syllabus, startup information, college policies and links to support services, affording the opportunity to ask questions prior to the official course start date. As of fall 2017, Carroll has a no late registration policy. This decision was based on an internal investigation of outcomes and course registration data and research on national best practices.

The college will track data over time to see if this new policy correlates with increased student completion and online course success.

Open enrollment limitations, applicable to distance formats, require subject-area departmental permission to enroll two days beyond the course start date. This requirement supports an internal investigation of outcomes and course registration data and our Academic Advising department's best practice recommendations.

LMS support is available on campus and virtually. Supporting functional areas include the Distance Learning (DL) office, Instructional Technology (IT) department and Library. Staffed and monitored during college operating hours are the LMS help phone line (800 number and local) and LMS help email account. Message response is typically 24-48 hours.

The Library, IT, and DL staff share information related to the LMS and any browser issues to facilitate assisting students expediently. The LMS recently has been stable with few browser and connections issues as compared to past years.

In the spring and fall terms, distance students are emailed a request to participate in an anonymous survey (DL Services Survey) maintained by the Institutional Research (IR) and DL offices. Survey items include: awareness and experience with the following: library, disability support, tutoring, LMS, and the Testing Center, plus open-ended questions "What other support could the college provide to assist you with your distance learning experience?" and "What might be your main challenge in completing your distance learning course(s)?". Results are shared with faculty and staff.

Each year, DL, IT and IR staff review the survey questions for currency. Questions that rate support services are constants; those revised typically concern student preferences- e.g. devices used. The survey has guided outreach to students and faculty. For example, in response to student comments and very low attendance at face-to-face orientations, an online orientation is now offered to all distance learning students to meet with their needs. This has significantly increased students' participation in orientation. Campus orientations will continue to evolve to better suit students' needs and IT and DL staff will continue to play a part in orienting distance students.
Responding to common themes expressed in the DL Services Survey of time pressures and appreciation for due date reminders, the DL office advocates for the entering of due dates in the LMS and provides information in course-preparation instructions on the LMS date adjustment tool. Recently added to student orientation documents is the topic of opting into email notifications generated by the LMS.   Students reported in the DL Services Survey that faculty welcome emails (a common Carroll DL faculty practice) prompted them to enter the LMS to visit a course site for the first time.
Other College support of distance students includes: offering transitional math and reading courses in a distance format, posting of tutoring schedules in the student LMS resources area, customization of the distance-format LMS template. The College will continue to monitor and respond to input from students and faculty to support the College's distance formats.

Another way the College monitors the effectiveness of its online and short-duration courses is by investigating course pass rates. The College's confidence in expanding its seven-week course

format in the fall and spring terms was bolstered by the past success of its summer and winter terms. Winter sections are 4-weeks in duration, summer sections range from 5 -10 weeks. The higher pass rates in terms in which accelerated courses predominate as compared to traditional 15-week semesters strongly suggested that the accelerated sections were effective. The college now offers four fall and spring semesters (15, 13, and two back-to-back 7 week semesters).

In summary, the effectiveness of distance and accelerated formats will continued to be monitored using outcomes data such as grade distribution and withdrawal rates along with student feedback. Should trends be noted pointing to statistically significant changes the DL staff will strategize with department chairs, faculty, and Student Affairs staff to determine if there are steps that can be taken to positively affect these outcomes.

CECIL COLLEGE

No response required.

CHESAPEAKE COLLEGE

No response required.

COLLEGE OF SOUTHERN MARYLAND

Fall-to-fall retention of Pell grant recipients (Indicator 25a).

Commission Assessment: In its 2016 Performance Accountability Report the College reported that its retention rate of Pell grant recipients increased 8.1 percentage points from the Fall 2011 Cohort to the Fall 2015 Cohort (from 39.3% to 47.4%). Please provide an analysis of factors affecting performance on this indicator and any strategies designed to continue to improve performance.

Response: The College of Southern Maryland is committed to student success and goal completion. CSM promotes retention and completion through its Strategic and Student Success and Goal Completion Plans. The plans integrate institutional policies, practices, and programs intentionally designed to maximize students' efforts at each point along their College experiences, beginning at their first point of contact and continuing until students have earned a certificate or degree. CSM has made significant progress addressing many aspects of the plan and has implemented multiple strategies to improve student retention and completion rates. Tactics include: 1) mandatory new student orientation, 2) mandatory advising sessions, 3) individualized academic plans, 4) intrusive advising for students in academic difficulty, 5) financial aid literacy programs, 6) mentoring programs, 7) academic early alert systems, and 8) a first year experience program. These strategies have assisted with increasing the retention rate for Pell grant recipients.

COMMUNITY COLLEGE OF BALTIMORE COUNTY

Annual unduplicated headcount of credit and continuing education students (11a, 11b, and 11c).

Commission Assessment: The College has set modest benchmarks for increases in enrollment of both credit and continuing education students, acknowledging that forces such as the improved economy and competition with four-year institutions may help explain the recent stagnation of enrollments. Please share with the Commission other possible factors contributing to the recent enrollment patterns and what strategies, if any, the College has implemented or will be implementing to ensure stable enrollments in the next few years.

Response: CCBC has developed a comprehensive Enrollment Stabilization plan and regularly updates initiatives designed to stabilize and or increase enrollment. The stabilization plan identifies the specific actions necessary to expand recruitment, increase retention, and improve completion. It includes efforts designed to promote the value of a degree, certificate or workplace certification. The following strategies are part of the current plan.

Recruitment Strategies

- Fully Implement the Recruitment/Retention/Completion Components of CCBC's Pathways Program
- Grow CCBC On-Line
- Aggressively Market CCBC's Credit and Non-Credit Instructional Menu Equally to Internal and External Markets Through Print, Media and Digital Formats
  - Promote CCBC's "Value Proposition" for both College and Career Readiness
  - Develop integrated internal capacity to improve key messaging communication:
    - internally, to all credit and non-credit students, faculty, and staff
    - externally, to all business, community and government partners
- Build Internal Recruitment Pathways Between Credit and Non-Credit Programs
  - Actively recruit graduates from ABE/GED/ESL, Job Network, ACE etc. programs into CCBC's credit and non-credit programming; as well as the reverse where appropriate
  - Enhance training partnerships with business, community, and government partners
  - Increase cross fertilization/marketing between credit/non-credit courses and programs to create stackable credentials, career ladders and reciprocal program options
- Identify Academic Programs (Credit/Non-Credit) with Capacity for Expansion with the Addition of additional marketing, staffing, and/or equipment, facilities
- Implement Multiple Measures Initiative for Admission
- Enhance Relationships with K-12 Partners (Public and Private)
  - Promote a Baltimore County College Promise program
  - Enhance Early College Access and 2 + 2 programs
  - Expand on-site day/evening courses (credit and non-credit) at high school centers
  - Reach out to service areas beyond Baltimore County (e.g., Baltimore City)

- o Broadly promote CCBC's programs with statewide designation status; promote the Border State Tuition Initiative
  - o Expand Diploma-to-Degree (D to D) and Diploma to Certificate (D to C) opportunities
  - o Expand the Woodlawn Early College High School to other high schools
  - o Develop a Pathways in Technology (P-Tech) Early College High School Model
- Increase Full-Time Student Base
  - o Aggressively recruit populations likely to attend full-time (e.g. Honors, Athletes, International Students, Veterans); provide scholarship incentive
  - o Actively promote full-time status to students capable of handling a full course load
  - o Improve the yield of graduating seniors from Baltimore County/Baltimore City public and private high schools
- Increase Both Need and Merit-Based Scholarships and Financial Support as a Recruitment Incentive to Attract and Retain Students
  - o Continue to grow CCBC's pool of Opportunity Grants, for general and specific populations
  - o Market in-county tuition rates incentive for employees of Baltimore County businesses
  - o Increase scholarship opportunities for non-credit programs; lobby Congress to expand Pell Grant support for short term training programs
  - o Continue to expand the number of endowed and grant funded scholarships to support recruitment efforts; seek a Foundation partner to fund a private scholarship program

Retention Strategies
- Fully Implement the Academic Components of CCBC's Pathways Program
- Actively Promote the Goal of Completion of Degrees/Certificates and Workplace Certifications Through Daily Work with Students, Both In and Out of the Classroom
- Explore Ways to Reduce the Number of Entering Students Needing College Readiness Work and Increase the Number of Students Completing These Courses
- Sustain Commitment to Achievements Made in CCBC's Developmental Acceleration Program; Begin Multiple Measures Pilot
- Actively Promote Degree Completion Before Transfer
- Improve Registration and Customer Service to Alleviate Registration Barriers; Discourage Policies/Procedures that Inhibit Registration Ease and/or Access
  - o Continue to improve On-line Registration to reduce lines and ease staff pressure
  - o Implement "Multiple Measures" Placement Strategies
  - o Improve and expand Accuplacer Test Preparation
  - o Implement and aggressively promote Degree Audit Software (or similar product) to improve students' ability to accurately self-advise
  - o Expand Advising, Registration, and Financial Aid Laboratories
  - o Continue to eliminate unnecessary financial and other Registration holds

- o Develop a meaningful plan to reduce the number of students dropped for nonpayment
- Increase Scholarships and Financial Support as Retention Initiatives

Completion Strategies
- Actively Promote the Goal of Completion of Degrees, Certificates and Workplace Certifications, Both in and Out of the Classroom
- Continue to Fund and Promote Completion Scholarships
- Enhance Relationships with Four-Year Partners
  - o Expand Freshman Transition Programs to Four-Year Partners
  - o Promote the Maryland Transfer Compact and other articulation measures that guarantee transfer opportunities with Junior level status
  - o Increase Dual Enrollment, Dual Admission Models, and 2 + 2 or 3 + 1 models
  - o Promote Come Back and Reverse Transfer Degrees
  - o Promote Collegetown Cross Registration to local four year partners

FREDERICK COMMUNITY COLLEGE

Enrollment in online credit courses (Indicator 26a).

Commission Assessment: In its 2016 Performance Accountability Report, the College stated that enrollment in online credit courses increased 12.6% from FY 2012 to FY 2015 (from 5,601 to 6,308). In addition, the College has set a benchmark of 9,032 enrollments for 2020 (a 43.2% increase from FY 2015). With a goal for continued growth in online course enrollment in the coming years, please discuss how the College evaluates the effectiveness of this alternative form of course delivery and how the results of evaluations inform practice and policy.

Response: FCC Response: An increase in online enrollments of 24% (from 6,308 in FY 2015 to 7,803 in 2016) has brought the College closer to its projected target of 9,032 enrollments in 2020. On the program-level, the College has monitored and documented the effectiveness of online offerings since 2003 through an annual collection of student data, including retention and completion rates, A, B, C, D success rates, student satisfaction, and the changing use of course related technologies. This data has been used by the College to make adjustments in how we develop, deliver, and support online instruction. Examples include the gradual introduction of streaming video based on the increased availability of broadband internet access, the introduction of Blackboard Collaborate platform for synchronous instructor student interaction, and upgrading online student support services for an increasing percentage of students who do not come on campus and take only online courses.

On the course level, the College monitors and evaluates the effectiveness of online offerings focusing on course design and delivery. The College uses a rubric of key quality standards, the Quality Matters (QM) Peer Review protocol, to ensure quality in course design. Sixty-nine percent of online-only courses have been formally QM reviewed. Standards for course delivery are incorporated in a faculty 'Teaching Online Certificate,' which requires first-time, online faculty to complete a one-semester peer mentoring experience. Finally, a periodic compliance review of state and federal regulatory requirements is in place.

GARRETT COLLEGE

Market share of part-time undergraduates (Indicator 13).

Commission Assessment: In its 2016 Performance Accountability Report, the College reported that its market share of part-time undergraduates had dropped from 65.8% in Fall 2013 to 57.1% in Fall 2015. As a result of this trend, the College reset its 2020 benchmark to 66.0% (from its previously established 75.0% benchmark) as a more realistic target. Recognizing the need to attract more part-time students in order to meet this goal, the College indicated it will put forth additional effort to focus on the needs of these students. Please share with the Commission specific steps it will take or initiatives it will establish to help meet this goal.

Response: In addition to implementing some targeted recruitment strategies aimed at attracting part-time students, Garrett College has taken other steps in an effort to increase part-time enrollment. It has been steadily increasing the number of on-line courses that it offers. For example, between FY2015 and FY2016, enrollment in online courses increased by 31%. Working in cooperation with the Garrett County public schools, the College has also increased the number of courses being offered to high school students who are dual-enrolled. Between fall 2015 and fall 2016, the number of dual-enrolled high school students increased by 72%. As a result of these efforts, between fall 2015 and fall 2016, the proportion of the College's student population that was enrolled part-time increased to 30.6%, a 34% increase from the 22.9% reported for fall 2015.

HAGERSTOWN COMMUNITY COLLEGE

No response required.

HARFORD COMMUNITY COLLEGE

Transfer degrees awarded (Indicator 16b).

Commission Assessment: The college has seen a 25.3% increase in transfer degrees awarded from FY 2012 to FY 2015 (from 573 to 718).The College is to be commended for its success on this benchmark, especially in light of the trend noted in the College's 2016 Performance Accountability Report of students transferring prior to completion. Discuss the factors contributing to the College's upward trend in degrees awarded, and describe any best practices by the College that might be emulated by other institutions.

Response: The College implemented a variety of initiatives since 2012 designed to increase transfer degrees awarded. As noted in the 2017 accountability indicator 16b, the upward trend in the awarding of transfer degrees continues with an 11% increase from FY 2015 to FY 2016. The completer outreach project was implemented in 2011. Every semester a designated Student Development Specialist from Advising, Career and Transfer Services requests from Institutional Research, Planning and Effectiveness a list of students who have completed at least 36 credits and have not yet graduated. The designated Student Development Specialist then creates an email letter that is sent to the students regarding awareness of the graduation process including deadlines and application information. Other services offered are assistance with course selection and academic planning, transfer advising, and degree audits. This concierge outreach is conducted at the beginning of every semester prior to the graduation application deadline. In FY 2017, a total of 1,317 students were contacted through this initiative.

In 2014, the College began participation in the MHEC One Step Away (OSA) Grant Program which continues today. The program focuses on using a concierge outreach approach to inform and recruit non-enrolled past students to re-enroll at HCC. The program includes enhanced student support systems, including academic and financial advising, to facilitate smooth re-entry into the educational environment with the goal of re-enrollment and retention of near-completers through expedited degree completion. In total, 166 students graduated as a result of this initiative.

HCC offers over 100 articulation agreements designed to promote seamless transfer opportunities to HCC students upon graduation. Academic advisors work with students early in the degree planning process to help students choose the correct programs and courses to match their educational goals. A robust transfer fair is held in the fall and spring semesters annually to facilitate the transfer process for HCC students. Another initiative designed to promote degree attainment is the Reverse Transfer (RT) program. Harford Community College's Reverse Transfer Program is a partnership between Harford Community College and four-year institutions. This program allows Harford Community College students who have transferred to a four-year institution the opportunity to transfer credits back to Harford Community College to satisfy program degree requirements and receive an Associate's degree.

Along with the initiatives mentioned, many aspects of the College Career Readiness and College Completion Act of 2013 facilitated degree completion for HCC students. Degree Works, a degree planning tool, is used to develop completion pathways for new students. Harford Community College and Harford County Pubic Schools placed stronger emphasis on dual

enrollment programs to provide high school students the opportunity to complete college level coursework. The lowering of degree programs to 60 credits involved extensive redesign contributing to the increased awarding of degrees.

HOWARD COMMUNITY COLLEGE

Enrollment in online credit courses (Indicator 26a).

Commission Assessment: In its 2016 Performance Accountability Report, the College stated that enrollment in online credit courses increased 35.6% rom FY 2012 to FY 2015 (from 7,004 to 9,499). In addition, the College reported that revisions were made to courses to ensure that the format provided students with an engaging and equivalent experience to traditional formats. With a goal for continued growth in online course enrollment in the coming years, please discuss how the College evaluates the effectiveness of this alternative form of course delivery and how the results of evaluations inform practice and policy.

Response: Howard Community College evaluates the effectiveness of online credit courses via learning outcomes assessment as part of course and program review, as well as general education review. Learning outcomes of online courses are continually compared and contrasted with other course delivery formats. Evaluation results highlight course success rates and are reported annually to the vice president for academic affairs, the academic deans, and the president's team. If statistically significant differences are found within these results, the leadership, faculty, and staff work to improve online course offerings. Online course success rates continue to rise and mirror institutional benchmarks.

Howard Community College continues to offer student support resources within online courses. Self-assessments for students entering the online learning environment are provided on the college's front-facing website and an Are You Ready to be an Online Learner? survey is distributed as part of the advising process. Within the learning management system, Canvas, students have access to 24/7 technical support and live chat. Early Alert tools, as well as library resources are also made available to students at the course level in Canvas. A majority of online students do not identify as completely online or distance-based learners and, as such, on-campus resources are made available to all students.

MONTGOMERY COLLEGE

Enrollment in online credit courses (Indicator 26a).

Commission Assessment: In its 2016 Performance Accountability Report, the College stated that enrollment in online credit courses increased 21.2% from FY 2012 to FY 2015 (from 17,421 to 21,115). In addition, the College has set a benchmark of 25,125 enrollments for 2020 (a 19.0% increase from FY 2015). Please discuss how the College evaluates the effectiveness of this alternative form of course delivery and how the results of evaluations inform practice and policy.

Response: Several factors influence the effectiveness of Montgomery College's online courses. Evaluation informs practice. Online courses are evaluated similarly to other courses at the College. The College examines student success through the lenses of available data, including DFW (Dropped, Failed, and Withdraw) rates. Data gathered through analysis and student surveys provide information that might lead to a course redesign. A strong focus on professional development also informs our practice. Heavily influenced by Quality Matters (QM), an organization that sets standards for online education, all faculty who want to teach online are required to complete an extensive training program. Faculty also have the opportunity to have their courses go through a rigorous QM certification process. As such, student satisfaction, quality of instruction, and learning lead to strong enrollment.

PRINCE GEORGE'S COMMUNITY COLLEGE

Expenditures by function (Indicator 10).

Commission Assessment: The College has established a 2020 benchmark representing a significant reordering of its spending priorities, moving a substantial amount of funds away from academic support and other expenditures towards expenditures related to instruction. Please describe the methodology for identifying costs for targeted reductions, as well as the instructional areas that are slated to receive additional funds.

Response: The 2020 benchmark reflects the College's expectation of full implementation of a guided pathways model of student instruction and engagement (commencing FY 2019) and the impact of greater financial monitoring and control of functional expense classification. Specifically, the significant reordering of spending priorities will largely be attributable to taking the Pathways model to scale. With that implementation, the College will experience more concentrated expenditure activity within both the Instructional (faculty professional development and support) and Student Services (advising and career guidance) functions to directly support improving student success.

In order to assist students in clarifying, pursuing, and achieving their academic and career goals, credit students are directed to meet with advisors throughout their academic pursuits at PGCC. The college has added four new Career and Academic Advisor positions to expand the contact and to enable movement to a case management advising model that will infuse career exploration and decision alongside academic pursuits to reach career goal.

The College currently utilizes the Starfish early alert early warning and student tracking module platform, specifically, the online appointment scheduling system called CONNECT. This tool collects information and manages concerns so staff can engage more deeply with more students, with seamless integration with our existing IT system. The expansion of functionality would allow for the creation of automated flags for students, central and secure student folders, dynamic reporting, and communication workflow. This tool would help to establish a mechanism to recognize students for their achievements and way for staff to more effectively connect with and support them. The College has earmarked $250,000 to support this needed expansion and functionality.

To support the vision of Pathways, all Career and Academic Advisors are expected to have an understanding and professional skill set to assist students with resume preparation and career assessment evaluation, such as Myers Briggs and Holland Code. The recommended training for advisors that offers career certification and professional credentials comes from organizations like NACADA, CAEL and NCDA, and is estimated to cost $20,000.

WOR-WIC COMMUNITY COLLEGE

Successful-persister rate after four years, Black/African American students (Indicator 23a).

Commission Assessment: This indicator decreased from 62.4% for the Fall 2008 cohort to 47.1% for the Fall 2009 cohort, and has maintained this lower percentage for the Fall 2010 and Fall 2011 cohorts. Discuss any factors contributing to the decreased performance on this indicator and the methodologies implemented for reversing the decline so as to meet the benchmark of 63.0% for the Fall 2016 cohort.

Response: The small numbers of students in the Black/African-American cohorts might have contributed to the variability in successful-persister rates between the cohorts. Cohort sizes decreased each year from 141 students for the fall 2008 cohort to 102 students for the fall 2011 cohort. If 16 more students in the fall 2011 cohort had met successful-persisting criteria, the fall 2008 rate of 62.4 percent would have been met.

The college has been involved in various grants that target minority student success and retention. In FY 2012, a grant-funded academic and career mentoring program for African-American students, I AM STEM, was implemented. In FY 2014 another grant-funded program, "Inspiring African-American and Women in STEM Education" (I AM WISE), provided academic and career-oriented support services to low-income African-American students and female students with an interest in STEM fields. The grant-funded program, "Inspiring Science, Technology, Engineering and Mathematics Students" (I STEMS), was implemented in FY 2015. This program targeted low-income students, specifically African-Americans, enrolled in STEM programs. Career exploration, as well as academic planning, tutoring, mentoring, financial aid advising and job shadowing were provided. All of these grant programs have reported successful outcomes. A five-year TRIO Student Support Services Program grant that began in FY 2016 provides academic and personal support services for at-risk students who are low income, first generation and/or students with disabilities. African-Americans made up almost 40 percent of the FY 2016 cohort and almost 45 percent of the FY 2017 cohort. Additionally, a Black Student Association was formed in FY 2017 to provide a support network for black students at the college.

TARGETED INDICATORS AND CAMPUS RESPONSES

PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

BOWIE STATE UNIVERSITY

Objective 3.1: Increase the number of on-line and hybrid courses annually from 99 in 2012 to 240 in 2019 and offer at least 2 predominantly or fully online program(s) by 2019.

Commission Assessment: In its 2016 Performance Accountability Report, the University reported that it plans rapid expansion of its online and hybrid course offerings. Institutional benchmarks indicate that the number of online and hybrid courses has increased 137.4% from 2012 to 2016 (from 99 courses in 2012 to 235 in 2016), with plans to increase the number of courses to 250 by 2018. Please describe how the institution plans and implements its online and hybrid courses. In addition, please discuss how the University evaluates the effectiveness of these course offerings, including the extent to which the online learning goals are achieved. Lastly, share how the institution uses the results of its evaluations to enhance the attainment of the set goals.

Response: Bowie State University provided the following summary of its online learning strategy as part of its Middle State Commission on Higher Education's Periodic Review Report submitted in June, 2016. The University had a recommendation regarding online education (Standard 13) as a result of its decennial visit in 2011.

Since 2012, Bowie State University's Academic Computing unit has been responsible for collaborating with academic units to develop and support both fully online courses as well as hybrid courses in which 50% or more of the instruction and learning activities are carried out online. In addition to instructional design, Academic Computing assumes responsibility for the management and technical support for the university's learning management system, faculty development, course redesign projects, and online learner support services. Academic Computing reports directly to the Provost and Vice President for Academic Affairs.

The 2013-2018 Strategic Plan Initiative, 3.3 Identify and implement selected online academic programs and courses to provide alternative modes of instructional delivery, provides the framework for expansion of distance education. Academic departments, Academic Computing and the Office of Planning, Analysis and Accountability (OPAA) identify possible courses and programs for development. Once identified and discussed with the academic departments, faculty and Academic Computing collaborate to develop online courses that are comparable to face-to-face instruction. Since fall 2012, the university has doubled the number of courses online and enrollment in these courses grew 77 percent. While enrollment is growing in online courses, the number of students enrolled exclusively online is very small – approximately 65 students. Targeted course development is occurring in the graduate Nursing and Management Information System programs so that the university can submit a Middle States substantive change request to offer distance education programs.

All new courses, regardless of instructional format are reviewed and approved by the Bowie State's Curriculum Committee. The University's Online Policy further outlines the organization and policies related to new and previously approved courses offered through both face-to-face

and distance education modalities. The Online Policy ensures that Bowie State's online courses are developed using the best practices in online course design, development, and delivery. Since 2013, all online and hybrid courses were evaluated internally using an abridged Quality Matters rubric. During the review process, 208 courses were evaluated and all, except 10, now meet more than 75 percent of the QM standards.

Bowie State has aligned its distance education strategy and policies with the Nine Hallmarks of Quality defined by MSCHE. The Office of Academic Computing assessed the status of Bowie's progress in meeting the Hallmarks of Quality. The Strategic Plan provides the context for the vision of online education within the university's overall mission and goals. The university is still in the process of laying the foundation necessary within the institution's administrative areas to ensure that budgetary, technology, and resource planning is in place to sustain an online program.

The online curriculum is developed based on its traditional course curriculum and undergoes the same rigorous internal and external evaluation and approval processes required for traditional courses and programs. The assessment of the effectiveness of the online courses and student learning outcomes are conducted through student course evaluations and through annual programmatic assessment reporting. Bowie State's faculty members delivering online instruction are well supported through the training program for online education provided by Academic Computing. Both students and faculty are provided with helpdesk support, online help, and training resources. They are reminded of the requirement to uphold academic integrity in this new course delivery medium. Faculty and students have resources available through the Academic Computing and Online Course Support website including a student readiness self-assessment, video tutorials, how-to guides, and helpdesk information and training schedule. Bowie is poised for offering targeted online courses to meet student demand.

COPPIN STATE UNIVERSITY

Objective 3.1: Increase the six-year graduation rate for all students from 18.3 percent in fiscal year 2009 (2003 cohort) to 26 percent in fiscal year 2014 (2007 cohort).

Objective 3.2: Increase the six-year graduation rate for all African-American students to 23 percent in fiscal year 2014 (2007 cohort).

Objective 3.3: Maintain a second-year retention rate of 60 percent or greater for all undergraduate students from fiscal year 2010 (2008 cohort) through fiscal year 2014 (2012 cohort).

Objective 3.4: Maintain a second-year retention rate of 60 percent or greater for African-American students from fiscal year 2010 (2008 cohort) through fiscal year 2014 (2012 cohort).

Commission Assessment: The University reported in its 2014, 2015, and 2016 Performance Accountability Reports that it anticipated its undergraduate students' rates of retention and graduation would increase due to "newly implemented structural changes and new initiatives." However, none of those three reports has identified or described these changes and initiatives, and none of them have included an explanation of how those changes and initiatives have affected student outcomes. Please describe in greater detail these structural changes and new initiatives, the institution's findings on their effect on retention and graduation, and alterations to institutional policies or practices as a result of these findings.

Response: Institutional retention and graduation rates of undergraduates have been increasing and continue to increase due to newly implemented structures and program initiatives. Those are described in detail below:

1. Data Democratization – Data on campus has been decentralized. Each employee of the University has access to live data at their desktops. Data available include enrollment, demographic information on students, cohort tracking, and other key data elements essential to student success. Retention and graduation theoretically, is the job of everyone on campus. Having immediate access to data informs programing and any need for mid-course changes in processes and or policies. Data for example, may be used to extend registration and other important admissions deadlines for targeted groups of students such as transfers, or even perhaps to package some students before others, based on sets of demography and other attributes that are predictive of behaviors and experiences on campus.

2. Student Success Council – The Council was created to engage key decision makers in creating opportunities for student success using data-driven processes. The Council is comprised of members of the President's Cabinet, college deans, members from Institutional Research, academic advisors, and members from non-academic units. It engages the campus community by developing and implementing a Student Success Plan in which selected indicators are regularly monitored and reviewed for the appropriate placement and allocation of human and financial capital. The Council meets monthly to support units charged with developing measures and collecting data. Also, the Council monitors the success of students as they progress through the

institution from year to year. The Council has an analytics team that reviews data and makes recommendations to respective units to impact student success.

3.   Enrollment Action Team – The team, comprised of members of the President's Cabinet and members from key areas such as Admissions, Financial Aid, Information Technology, Records and Registration, and Academic Affairs, worked tirelessly to daily review data and respond to the needs of students during registration periods. The team targeted specific groups of students in order to impact current enrollment and four-and six-year graduation rate cohorts. The team met in the President's conference room and was provided specific assignments that were guided by the outcomes of the data.

4.   Academic Success Centers - In spring 2017, all colleges were required to identify space and staff to establish an academic success center within the units. Each semester through the Student Hold system, students are required to meet with his/her advisor in the program major or in the designated College Academic Success and Retention Centers. For example, the Student Affairs and Retention (STAR) Office is strategically located within the College of Health Professions. The STAR Office serves students in the General Health Professions, Helene Fuld School of Nursing and the School of Allied Health. The main reason for this organizational structure is to systematically assess and evaluate admission and retention issues while developing new approaches. The STAR office is responsible for periodically distributing the Recruitment Calendar to keep everyone abreast of those venues planned as a mechanism to meet prospective students at every event. Within the College of Arts, Sciences and Education is the Teacher Education Advisement and Retention Center (TEAR-C), an integral part of the education students' experience at Coppin. Approximately 60 students per week sign-in to use TEAR-C in some way. Students come to TEAR-C for many reasons including to: receive academic advising, Praxis Core tutoring, inquire about scholarship opportunities, use of the computer lab, and to network with other students majoring in education.

5.   The Academic Success Centers are also charged with managing and tracking student progression through the academic majors by monitoring cohorts. This activity facilitates improved and accurate advisement, and allows for more interaction with students. Customer relations become a priority and students formulate ongoing relationships with their advisors becoming more familiar with requirements needed for completion and success.

FROSTBURG STATE UNIVERSITY

Objective 5.3: Sustain or increase the number of economic development initiatives established in 2015 (11) through 2019.

Commission Assessment: In its 2016 Performance Accountability Report, the University briefly described two initiatives aimed at supporting economic development in the region. One initiative is a contract with a Texas company hired to identify area industries which would likely employee University graduates to keep them in the area, and the other is a partnership with Allegany College of Maryland to provide seamless transfer to the University. Please share with the Commission the results of these collaborations and any resulting practice and/or policy implications.

Response: The University-based Target Industry Analysis and marketing plan was completed in February 2017 and the final presentation was made by the consultants on campus. A core group of stakeholders was formed, including municipal and county economic developers and Frostburg State representatives, and will lead an effort, termed Frostburg Forward using the Strategic Doing model, facilitated by the director of the Western Maryland Small Business Development Center at FSU. The larger implementation group will be comprised of business, government, and community representatives, as well as FSU faculty, administration, and staff. Frostburg Forward will accomplish outcomes that address economic development coordination, workforce, and marketing to fully leverage Frostburg State University's assets for economic development in the region.

Over the reporting period, Frostburg's Provost/Vice President for Academic Affairs and Allegany College of Maryland's (ACM) Senior Vice President of Instructional and Student Affairs collaborated to develop a Memorandum of Understanding (MOU) for a Dual Admissions Program between the two institutions. The Provost solicited input from FSU technical experts representing enrollment management, admissions, and the registrar's office as the MOU was shaped. The latest version of the MOU and answers to questions posed by ACM were sent to the Senior Vice President in a correspondence that also requested a meeting between the Provost and Senior Vice President and their teams (admissions, registrar, financial aid, and legal staff) to discuss and finalize the agreement.

SALISBURY UNIVERSITY

Commission Assessment (not tied to a specific indicator): In its 2015 and 2016 Performance Accountability Reports, the University states that it has worked with a company, the Education Advisory Board, to implement the Student Success Collaborative, a student success management system used by over 450 institutions. Please provide the Commission with more information on this initiative, any preliminary findings of its effectiveness on such factors as year-to-year persistence and other short-term measures of success and persistence. In addition, please inform the Commission how this endeavor differs from or complements other initiatives the institution has in place to help with ensuring student retention and graduation.

Response: Salisbury University Response: The Education Advisory Board's (EAB) Student Success Collaborative (SSC) provided a platform that SU has used to improve individual advising, promote outreach campaigns and provide curriculum guides that identify the proper sequencing of courses. EAB has provided the data necessary to inform other institutional decisions aimed at improving student success. For instance, the University re-vamped its advising model as a result of weaknesses identified in the previous model. In fall 2016, SU opened an Academic Advising Center (AAC). The AAC is dedicated to providing students with assistance in achieving their academic goals. With the addition of the AAC, all first-semester, full-time students were assigned a professional academic advisor to assist them through their first year at SU. Early results show that there are fewer students on academic probation and institutional retention rates have increased.

The services provided through EAB's SSC also complimented services already being offered by Career Services, the Center for Student Achievement (CSA), TRiO and Residence Life. The notes feature in the SSC allows for various offices to track and see advising notes across multiple campus offices. The SSC platform has also encouraged Student Affairs professionals to interact and become more connected to the advising process. Additionally, the CSA uses the system to identify high-achieving students in specific classes and recruit them as tutors and Supplemental Instruction leaders.

The SSC has also allowed academic units to create coordinated messaging to students. For instance, pre-professional nursing students who miss academic milestones are encouraged to explore other majors and paths if they are not admitted to the professional programs. Undeclared students that are approaching 45 credit hours completed are provided with one-on-one assistance to help them select a major matched to their academic performance and interests. Faculty and advisors also use the SSC and its success markers to communicate to students courses that are integral to their success in a major.

The SSC has allowed us to pool a large amount of data and synthesize in a manner that can easily be used by faculty and staff to support student success. The predictive model has complimented many of the successful practices the University has by allowing us to identify and offer services to students at the appropriate time. We are now able to systematically identify and monitor students that may need interventions. Additionally, it has allowed us to recognize exceptional students that could thrive if given additional leadership opportunities.

TOWSON UNIVERSITY

Objective 3.9: Increase the number of enrolled veterans and service members.

Commission Assessment: The University has faced fluctuations in its veteran and service member enrollments (ranging from 55 to 90) and second-year retention rates (ranging from 69.8% to 83.6%) over the past four years. Institutional goals for veterans and service members include maintaining consistent enrollment and retention rates (of 91 and 80% respectively). Describe the factors the University has identified that affect veteran and service member students' progress, provide evidence related to these factors, and identify strategies for addressing these obstacles.

Response: The mission of TU's Military and Veterans Center (MVC) is to help transition military and veterans into student civilian life while transitioning traditional students into military life. MVC raise educational awareness, resources and support to military affiliated students. Military affiliated students include active duty, reserve, guard, veterans, spouses, dependents and ROTC cadets.

The MVC hired a new director, in spring 2017, who led a review of issues that affect incoming military students. The review found these issues to be prevalent:
- Transitioning into a less formal or structured environment
- Transitioning to different communication styles that are less direct and blunt
- Inefficient and inconvenient processes for meeting with TU's certifying officials
- Lack of awareness regarding various financial aid processes and offerings
- Misalignment of course sequencing and the students' schedules

MVC's responses to the issues include the following.
- MVC is developing plans to launch orientation sessions for military-affiliate students.
- The MVC staff are working closely with other TU offices to help educate them on military needs and how we can collaborate in making the transition process easier.
- MVC has developed an in-processing system to track military affiliated students each semester. This allows each student to come into the center to speak with MVC's staff and director. In-processing takes about 20 minutes for students to converse with a staff member going over available resources, financial assistance and support. The revised processes are more efficient and less confusing than the prior models.
- MVC is working with the university admissions office to identify opportunities for priority registration for military-affiliated students.

UNIVERSITY OF BALTIMORE

Commission Assessment (not tied to a specific indicator): In its 2016 Performance Accountability Report, the University shared preliminary information on two initiatives tied to financial aid and student recruitment and retention. One initiative altered the timing of scholarship award offers to new students from mid-summer to the time of admission as a means of helping recruit undecided students. The second initiative aligned the packaging of financial aid for returning students with the timing for new students; by moving the packaging to earlier in the year; the hope was that returning students would have more time (and information) to make their financial plans. Although the University makes it clear that these initiatives are in their early stages and long-term effects or outcomes cannot be fully assessed, please inform the Commission on any short-term outcomes or findings from these recent efforts.

Response: During the 2016/2017 AY there were a number of vacancies in the Enrollment Management and Marketing division, including the Director of Financial Aid. This position, vacant for a number of months, was recently filled. However, in spite of this vacancy, two initiatives were addressed.

The first change implemented was the timing of financial aid awards. Prior to the 2016/2017AY financial aid awards were made during the summer immediately prior to the start of the fall semester. During the 2016/2017 AY scholarships for new students were awarded during the course of the application cycle. This strategic awarding of aid for new students at the time of admission was used as a means of helping to recruit undecided students.

At this same time, another change was made. Students with existing scholarships were allowed to keep the full amount of the scholarship and University of Baltimore Foundation (UBF) scholarship awards were included in aid packages. Previously, dollars were swapped out of institutional scholarships when a UBF scholarship was awarded.

The stacking of awards was well received among students and may have impacted our slightly improved retention rate for second year students. However, the practice of using financial aid to increase new enrollments did not result in increased new student numbers. We are hopeful that with a stable Financial Aid Office and the continued assessment of our strategies we will be able to better leverage our student financial aid.

UNIVERSITY OF MARYLAND – EASTERN SHORE

Objective 2.3: Increase the number of students enrolled in courses using distance education technology from 1,852 in 2014 to 3,000 in 2019.

Commission Assessment: In its 2016 Performance Accountability Report, the University identified several benefits online learning can provide students, such as flexible learning schedules and the development of abstract thinking skills. Please describe how the institution evaluates the effectiveness of its online offerings, including the extent to which the institutions' online learning goals are achieved. In addition, please discuss how the University uses the results of its evaluations to enhance the attainment of the established goals.

Response Background **-** As presented in the matrix the number of students taking online and distance education courses has steadily increased since 2012, reaching 2,309 in 2016. UMES currently has one fully online program – M.S. in Cybersecurity Engineering Technology. The first cohort of eight students began in the summer session of 2016, and currently there are 13 students enrolled. The Program Coordinator reviews all online courses in this program to ensure that the course objectives for every course are aligned with the program goals. A systematic program assessment plan, using the Student Learning Outcomes Assessment Process (SLOAP) is being developed by the Department of Technology.

Evaluation of Online Classes - Each department is responsible for evaluating the content of online courses it offers and the learning objectives contained in each course syllabus, all of which are approved by the appropriate department chair and the senate. Using the Quality Matters (QM) standards, each activity and assessment within the course is tied to one or more of the learning objectives in the course syllabus. For example, in ENGL102 Online, one of the objectives is to "demonstrate ability to critically analyze a written text," (Harned, C). The students are then required to read several texts and write responses to them that assess their ability to critically analyze written material. The learning modules within the online course specifically state which course objective(s) are being addressed. In all of UMES' online courses, students are evaluated, using both direct and indirect measures.

The Center for Instructional Technology and Online Learning is using the Quality Matters Higher Education Rubric to assess all developed online and hybrid courses for quality assurance and continuous improvement. The rubric allows faculty developers to create online components that ensure student success in their courses and provides a mechanism for consistency in course design across all disciplines. Each course must achieve 85% or better on the rubric. Every faculty member who develops an online or hybrid course must first complete the UMES Online Teaching Certification course that trains them on best practices in designing, developing and delivering quality online education. Meanwhile, UMES is establishing an in-house team of course reviewers to ensure that all of its online courses meet the QM standards.

All courses delivered online or in a hybrid format share the same learning outcomes and assessment rigor as traditional face-to-face campus offerings. The University uses the Respondus LockDown Browser and Monitor through Blackboard to ensure that a student cannot browse the internet during an exam, and that the student being assessed is the same person that is

enrolled in the course(by requiring use of a photo ID and a still picture of the student sitting to take the exam).

UNIVERSITY OF MARYLAND – UNIVERSITY COLLEGE

Commission Assessment (not tied to a specific indicator): In the 2016 Performance Accountability Report, the University provided a response to a Commission inquiry into the outcomes of collaborative work the University had done with several of Maryland's community colleges regarding a Success Calculator. This Calculator was meant to serve as a tool for community college advisors as they discussed their students' possible transfer to the University of Maryland University College. The University reported that this tool had not been utilized by the community college advisors, and as a result, a survey would be conducted to learn more about the reasons the tool was not used. Please share with the Commission what the University learned from this study and what next steps, if any, will be taken by the University.

Response: The UMUC Success Calculator pilot project was intended to leverage student data from Montgomery College (MC), Prince George's Community College, and UMUC to help community college advisors counsel students about their likelihood of success at UMUC based on their academic behavior at the community college. In Fall 2016, UMUC's Accountability, Compliance and Reporting team surveyed the MC staff who had been provided access to this tool with the intention of identifying potential and real barriers to its use. The community college advisors reported understanding the purpose of the Success Calculator, but that they generally could not fit the use of the tool within the time limits of an advising session because of the need to discuss other issues with their students. Given that the data on which the Success Calculator draws is now several years old, the original grant funding for this initiative has since ended, and with the lack of advisor uptake, UMUC will not pursue this specific project any further. As described above, however, UMUC continues to partner closely with the community colleges to support and expand pathways to degree completion for transfer students.

ST. MARY'S COLLEGE OF MARYLAND

Objective 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.

Objective 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.

Commission Assessment: The College is to be commended for increasing the percentage of transfer students enrolling from two-year institutions (growing from 16% of the entering fall class in 2012 to 22% in 2016). The College's 2016 Performance Accountability Report indicated that graduation rates for transfer students had fallen below targeted goals but plans are underway to ensure timely graduation for these students. Please discuss specific initiatives and efforts the College has in place or will implement to help transfer students persist and graduate.

Response: The College is engaged with three separate but mutually supportive initiatives. First, Vice President for Enrollment Management David Hautanen is working with several community colleges in the region to streamline and better support transition to St. Mary's. Activities span from program-specific articulation agreements (e.g., Biology) to dual acceptance at the community college and St. Mary's with an assigned SMCM faculty advisor from day one to help the students realize a more planful transition. Second, each department at St. Mary's will designate one faculty as the "transfer student advisor" and by so doing provide explicit accountability for transfer student transition and foster in-depth experience with transfer student concerns. Each transfer student will be assigned a transfer student advisor immediately upon submitting an enrollment deposit. Third, the College has begun a policy of grouping incoming transfer students together during Orientation in order to help these students connect with other similar students. The Orientation group receives specialized advising and attends a special student panel composed of existing transfer students.

Since Fall 2011, the College has experienced a substantial shift in the enrollment pattern of transfer students. In Fall 2011, new transfer students entering St. Mary's were evenly split between those entering with 48 or fewer credits (first-year or sophomore standing, 50%) and those entering with over 49 credits (junior standing or above, 50%). In contrast, in Fall 2016, the majority of new transfer students (68%) entered with junior standing or above. The three initiatives outlined above are designed to streamline overall student transfer enrollment and to engage students in planning transfer earlier in their academic progress, and by so, doing graduate on time.

UNIVERSITY OF MARYLAND – BALTIMORE

Objective 2.4: Through fiscal year 2019 increase the enrollment of students educated entirely online compared to 2014 levels.

Commission Assessment: In its 2016 Performance Accountability Report, the University reported that it rapidly expanded the number of degree and certificate programs delivered entirely online. Institutional goals include growing headcount enrollments of students educated entirely online 9.1 % by 2018 (from 788 students in 2016 to 860 in 2018). Please describe how the institution evaluates the effectiveness of its online offerings, including the extent to which the institution's online learning goals are achieved. In addition, please discuss how the University uses the results of its evaluations to enhance the attainment of the established goals.

Response: UMB develops new online courses and degrees by having faculty work closely with the Office of Academic Innovation and Distance Education (AIDE) or other instructional design resources at the University. The Office of AIDE is staffed with project management, instructional design, web design and Blackboard specialists to assist faculty in the application of educational research theory and methods for course design and implementation. The AIDE staff work with faculty subject matters experts (SMEs) and the course directors to design and develop student-centered, engaging, learning experiences. AIDE center staff incorporate Quality Matters principles and guidelines and work with faculty using a backward course design process. The AIDE office staff and SMEs write course and unit level objectives at the appropriate level to scaffold learning throughout the course. With SME input and guidance, the AIDE center designs authentic assessments, activities and course content to be both engaging and adaptive to individual learners. The use of pre-assessment strategies and adaptive learning settings in the Blackboard learning management system, combined with branch narrative learning tutorials ensures students can demonstrate knowledge without the burden of unnecessary repetition.

All courses are reviewed by a certified Quality Matters peer reviewer prior to delivery. Essential standards must be met, and following the third or fourth delivery of the course an external Quality Matters review is conducted. This process of thoughtful collaborative design has resulted in high completion rates and low attrition while student success has grown.

UNIVERSITY OF MARYLAND – BALTIMORE COUNTY

Not tied to a specific indicator: In its 2016 Performance Accountability Report, the University discussed the implementation of Academic Pathways in an effort to support retention and graduation efforts. Please describe in greater detail the Academic Pathways initiative, including specific information on how the Pathways were created, how they will be implemented, and the processes put in place to evaluate their effectiveness.

Response: The Academic Pathways site provides UMBC undergraduate students with sample four-year academic plans for each of our over 50 undergraduate degree programs.
Under the general guidance of the Student Success Committee (formerly the SB 740 Committee), detailed four-year academic pathways were created by the respective academic departments and carefully vetted by the Office of Academic and Pre-professional Advising to ensure that the proposed pathways met the mandates and principles set forth in SB 740 – Career and College Readiness and College Completion Act. For example, as required by SB 740, all academic pathways include an English Composition and a credit-bearing Mathematics course in the first year of study. Additionally, where applicable, the pathways identify important benchmarks that are critical to students' timely degree completion.
The Academic Pathways site is first introduced and promoted to new degree-seeking students during our mandatory New Student Orientation program via the New Student Orientation Advising and Registration Guide and via the "ENRL 101: Preparing to Enroll" session, a professional advisor-led overview of degree requirements and advising tools and resources available to students. Additionally, over 800 first-year students enrolled in our 1-credit Introduction to an Honors University (IHU) seminars are provided an opportunity to "try-out" the Academic Pathways site and various other academic planning tools and resources. The lesson plan often requires students to visit the site, generate a pathway for one or more academic areas of interest and then, using the Academic Pathway as a guide, create an individualized/customized four-year degree plan using the "My Degree Plan" worksheet provided on the website.
The Academic Pathways site has been strategically and prominently located on a number of websites and online academic planning tools, including 1) myUMBC "Advising and Student Support" portal, 2) Undergraduate Catalog website, 3) the Academic and Pre-professional Advising website and 4) Department websites. To date (since September 2015), the site has had 93,229 page views (79,400 unique page views).

The Academic Pathways site serves as the foundation for a number of other advising and academic planning tools currently under development and scheduled for rollout during the 2017-2018 academic year. These include the online Academic Planner (works in conjunction with the Degree Audit tool to allow students to select from a set of eligible courses, build, save and edit their individualized degree plan) and the Degree Donut (provides a graphic display of students' degree status including completed courses, planned courses, and unplanned courses).

* Peer institutions changed in Summer 2015. Ten current peers now include: University of California-Riverside, University of California-Santa Cruz, University of Massachusetts-Lowell, University of Massachusetts Amherst, North Carolina State University at Raleigh, New Jersey Institute of Technology, SUNY at Albany, SUNY at Binghamton, Miami University-Oxford, and George Mason University

UNIVERSITY OF MARYLAND – COLLEGE PARK

No response required.

MORGAN STATE UNIVERSITY

No submission.